

The Effect Of Dictogloss Technique To The Writing Skill Of Eight Grade Of Smp Negeri 7 Pematangsiantar In Descriptive Text**Pengaruh Teknik Dictogloss Terhadap Kemampuan Menulis Siswa Kelas Delapan SMP Negeri 7 Pematangsiantar Dalam Teks Deskriptif****Lasmaria Tiodora Silviana Sitinjak^{1*}, Selviana Napitupulu², Bertaria Sohnata Hutauruk³**Department of English Education, Universitas HKBP Nommensen Pematangsiantar, Indonesia^{1,2,3}Email: 1asmariasitinjak1904@gmail.com

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ABSTRACT

This research aimed to examine the effect of the Dictogloss Technique on students' writing ability in descriptive text at the eighth grade of SMP Negeri 7 Pematangsiantar. This research applied a quantitative method with a quasi-experimental design. The population of this study was the eighth-grade students in the academic year 2025/2026. The sample consisted of two classes, namely VIII-5 as the experimental class and VIII-6 as the control class, with 30 students in each class. The data were collected through writing tests in the form of pre-test and post-test administered to both classes. The results showed that the mean score of the experimental class improved from 61.13 in the pre-test to 81.53 in the post-test. Meanwhile, the control class increased from 66.80 to 77.50. The data were analyzed by using the t-test formula. The result revealed that the t-test value (2.500) was higher than the t-table value (1.671) at the 5% level of significance. Based on the findings, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It can be concluded that the Dictogloss Technique has a significant effect on students' writing ability in descriptive text at the eighth grade of SMP Negeri 7 Pematangsiantar.

Keywords: Dictogloss Technique, Writing Skill, Descriptive Text**ABSTRAK**

Penelitian ini bertujuan untuk menguji pengaruh Teknik Dictogloss terhadap kemampuan menulis teks deskriptif siswa kelas delapan SMP Negeri 7 Pematangsiantar. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimental. Populasi penelitian ini adalah siswa kelas delapan tahun ajaran 2025/2026. Sampel terdiri dari dua kelas, yaitu kelas VIII-5 sebagai kelas eksperimen dan kelas VIII-6 sebagai kelas kontrol, dengan 30 siswa di setiap kelas. Data dikumpulkan melalui tes menulis berupa pre-test dan post-test yang diberikan kepada kedua kelas. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen meningkat dari 61,13 pada pre-test menjadi 81,53 pada post-test. Sementara itu, kelas kontrol meningkat dari 66,80 menjadi 77,50. Data dianalisis menggunakan rumus uji-t. Hasil penelitian menunjukkan bahwa nilai t-test (2,500) lebih tinggi dari nilai t-tabel (1,671) pada tingkat signifikansi 5%. Berdasarkan temuan tersebut, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_o) ditolak. Dapat disimpulkan bahwa Teknik Dictogloss berpengaruh signifikan terhadap kemampuan menulis teks deskriptif siswa kelas delapan SMP Negeri 7 Pematangsiantar.

Kata Kunci: Teknik Dictogloss, Kemampuan Menulis, Teks Deskriptif**1. Introduction**

Language is important in human life as it is the major vehicle of communication. Through language, human beings can communicate, exchange thoughts, and convey feelings and ideas. Language is not only a set of words and rules, but also social, cultural, and emotional environments under which humans interact. Halliday (1978) argues that within a social semiotic system, language is not merely words and structures, but also highly conditioned by social,

cultural and emotional contexts. Nowadays in the era of globalization, learning English becomes very important because English as a world language is used in various aspects of daily life, such as education, technology, and world association. In Indonesia and other countries which make English a foreign language (EFL), its use is often only seen in formal situations, for example learning at school. English learning becomes more difficult because English is not often applied to daily activity. Therefore, in order for English to be mastered communicatively and efficaciously, proper approaches or techniques and instructional techniques are needed.

In learning a language, there are four basic skills that need to be mastered, namely listening, reading, speaking and writing. These four skills complement each other, are related and have an important role in mastering the language as a whole. Listening is related to the ability to understand, interpret, and analyze messages conveyed orally. Conversely, reading is about understanding different types of texts and the implied meaning as well as context. These are the skills that enable overall literacy skills development, for example, vocabulary acquisition, pronunciation, and communication and analytic skills. Speaking is the ability to convey messages to other individuals and entails proper use of intonation and clear pronunciation. Writing is the ability to convey ideas or views in print in a clear and structured manner. Reading and listening are receiving skills because they involve the reception and understanding of information, whereas speaking and writing are productive skills that require students to work actively and produce language. Among the four skills, writing is often considered the most challenging, especially for students learning English as a foreign language.

Writing is one of the four language skills employed to express thoughts, ideas, feelings, and opinions in written format. According to Harmer (2004:31) writing is a way to produce language and express ideas, feelings, and opinions. Abbas (2006:125) defines writing skills as the capability to convey thoughts, viewpoints, and emotions to others using written communication. According to Tarigan (2008:3), writing ability is one of the productive and expressive language skills that allows people to communicate with others indirectly and not in person. Writing is a complex activity since it requires the ability to use words, sentences, and paragraphs as well as logical and structured idea organization. Writing does not only mean putting ideas into written form, but also requires the ability to design ideas, organize thoughts, and convey information clearly and orderly.

Writing is one of the most important language skills, but it is sometimes considered the most difficult skill to master, especially learning English as a foreign language. This skill not only requires students to understand grammar and vocabulary, but they also need to be able to express their ideas clearly and logically. When asked to write, many students have difficulty because they have to consider the writing material and the grammatical structure. According to Nunan (1999), writing is more than just putting words together, it is about expressing concepts in a structured way. In addition, Harmer (2004) notes that writing involves a number of stages, including planning, drafting, and refining the text. Unfortunately, these procedures are often overlooked in education, and students tend to be directly asked to write without adequate direction. For this reason, learning a foreign language can sometimes be a real challenge.

Based on the result of observation and experiences of researcher while implementing an internship program at SMP N 7 Pematangsiantar, researchers identified problems that would be problems in this study, such as: [1]. Students have difficulty in developing ideas in depth. [2]. The structure of students' writing is not well organized. [3]. Students have difficulty using proper sentence structure and grammar. [4]. Students have difficulty expressing ideas effectively due to limited vocabulary. [5]. Many students make spelling, punctuation, and capitalization errors in their writing.

The results of the value analysis also show that the average student writing ability is only 54.46, while the Minimum Completion Criteria (KKM) set is 70. This shows that students' writing ability is still low and requires improvement efforts in the learning process. In addition, the teaching methods used have not been able to encourage active student involvement in the writing process.

One of the causes of students' low writing ability is that the teaching techniques used by teachers are still conventional and less varied. Many teachers have not applied appropriate teaching techniques for writing skills, and it is not uncommon for learning to be done without using techniques at all. In this case, teachers only give a brief explanation of the text structure, then immediately ask students to write without any assistance or preliminary activities that can help students understand the writing process well. In addition, the use of traditional teacher-centered techniques, such as the lecture method or text copying exercises, makes students passive and not actively involved in the learning process. This approach is less effective because it does not foster creativity, does not provide space for exploration of ideas, and tends to make students feel bored. When writing learning is not supported by interesting and participatory techniques, students have difficulty in developing ideas and composing coherent and meaningful writing.

To overcome this problem, teachers need to apply more active learning techniques and involve students directly in the writing process. One technique that can be used is Dictogloss. Dictogloss is a learning technique that combines listening and writing skills through the process of listening to text, noting main ideas, and working together in groups to rewrite the text in their own words. Wajnryb (1990), as the originator of this technique, states that dictogloss is effective in improving understanding of language structure and the use of correct grammar. Nation and Newton (2009) also states that dictogloss helps students practice language in a more realistic and enjoyable way. In addition, Vasiljevic (2010) emphasized that dictogloss can strengthen students' ability to compose texts coherently and improve cooperation in learning. In implementing this technique, the teacher will read a short text two to three times. Students listen, note the main ideas, then work together in groups to reconstruct the text based on their notes and understanding.

In addition, the dictogloss technique also provides benefits in familiarizing students with the correct language direct exposure to the text model. When students listen and try to reconstruct the text, they are required to pay attention to grammar, the order of ideas, and the right choice of words. This is important because, as stated by Thornbury (1999), mastery of grammar is an important foundation in effective writing skills. In other words, dictogloss not only helps students understand the content of the text, but also strengthens their grammatical competence and writing cohesion.

The dictogloss technique is also suitable for learning descriptive texts because it helps students understand the structure of a story, such as identification and description. When students actively reconstruct the story based on what they hear, they learn to recognize and use descriptive patterns naturally. According to Anderson & Anderson (1997), understanding text structure is very important in producing good and meaningful writing. Therefore, dictogloss can be an effective technique for teaching descriptive texts to junior high school students, especially those who still struggle to write stories in a logical and interesting way.

A study by Fauziah (2019) showed that the use of dictogloss technique had a significant effect on students' ability in writing Descriptive paragraph, with the t-test value (9.03) which was higher than the t-table value of 2.101 at a 0.05 significance level. Similarly, research by Handrini Astuti (2017) revealed that the dictogloss technique significantly improved students' writing ability in analytical exposition texts, as shown by the t-observed value (5.80) surpassing the critical value (2.02), proving its effectiveness in a senior high school setting. In another study by Abid Choirul Fikri (2016), the implementation of dictogloss also resulted in enhanced performance in writing descriptive texts among first-grade students of SMA PGRI 56 Ciputat, with a t-value of 3.47 exceeding the t-table value of 1.68, confirming the technique's effectiveness in improving students' writing ability. These findings support the conclusion that dictogloss is an effective technique across different types of texts and educational levels.

2. Research Methods

A. Research Design

This is a quantitative research design. It is an experiment research, namely quasi-experimental. Creswell (2015) states that a quasi-experiment is an experimental design that is conducted without randomization, but involves assigning participants to groups, with one group pretest-posttest design as one of the quasi-experimental approaches used.

This research used two group, one as the experimental class and one as the control class. The experimental class was the group that received the treatment, which was taught by using Dictogloss Technique. On the other hand, the control group was the group that did not receive the treatment, and was taught by using conventional teaching strategy. Both groups were given a pre-test and post-test.

Table 1. Research Design

Group	Pre- test	Treatment	Post- Test
Experimental Class	X ₁	Y	X ₂
Control Class	X ₁	-	X ₂

Note:

X₁: Pre- test for experimental class and control class

Y: Treatment by using Dictogloss Technique

X₂: Post- test for experimental class and control class

B. Population and Sample of The Research.

Population is a collection of people or things that share similar traits and are the subject of the study that the researcher wants to extrapolate, according to Creswell (2012:142). The population of this research was eighth grade students of SMP Negeri 7 Pematangsiantar for the 2025/2026 academic year, with total of 224 students.

Table 2. Population of the Research

Class	Total of students
VIII-1	32
VIII-2	32
VIII-3	32
VIII-4	32
VIII-5	30
VIII-6	30
VIII-7	32
Total Population	222

Sample is a segment of the population that is chosen to serve as the data source. It allows the researcher to obtain pertinent data without analyzing each person by reflecting the larger population. According to Creswell (2012:142), a sample is a subgroup of the population from which data is collected and selected to represent the characteristics of the overall population. In this research, the sampling technique being used was purposive sampling. According to Etikan et al. (2016) purposive sampling is a non-probability sampling method in which participants are selected based on certain qualities they possess, and are chosen intentionally because they are considered capable of providing in-depth and meaningful information. The process was conducted when researchers specifically chose participants or elements for their study based on certain characteristics of criteria that were relevant to the research question

Two classes were taken as the samples of this research. Class VIII-5 consisted of 32 students as the experimental class and class VIII-6 consisted of 32 students as the control class.

The selection of VIII-5 and VIII-6 classes as samples was based on the consideration of observations, interviews, and experiences that occur during the Field Teaching Practice.

Table 3. Sample of the Research

Group	Class	Total of Students
Experimental	VIII-5	30
Control	VIII-6	30

C. Research Instrument

Research instruments are tools used by researchers to collect data relevant to research objectives. According to Creswell (2012:297), "A research instrument is a tool for measuring, observing, or documenting data needed to answer the research questions." In this research, the instrument was writing test. As stated by Ary et al. (2014), a test is a set of questions or tasks designed to measure students' abilities. The researcher gave a writing test which consist of pre-test and post-test. The pre-test is administered to evaluate students' writing abilities before the use of the Dictogloss Technique, while the post-test is given after the treatment to assess any improvement in their ability to write the generic structure of descriptive text, particularly in organizing the identification and description elements accurately

D. Technique of Data Collection

The researcher administered the test to eighth-grade students at SMP Negeri 7 Pematangsiantar. Various data collection methods were used, including a pre-test and a post-test.

1. Pre-test.

The pre-test will be given to all participants before the treatment is conducted. The purpose of this pre-test is to evaluate students' writing skills before the Dictogloss technique is applied. In this way, the researcher can measure students' initial ability in writing and ensure that both groups (experimental and control) have comparable skill levels before the treatment is given. The results of this pre-test will be the basis for further analysis related to the effectiveness of the Dictogloss technique in improving students' writing skills, especially in compiling the generic structure of descriptive text.

2. Treatment

Treatment was applied to the experimental class. The treatment that was used involved teaching students about Descriptive Text using the Dictogloss Technique.

E. Technique of Data Analysis

The data obtained in this study were analyzed using SPSS (Statistical Package for the Social Sciences). SPSS is a statistical software program first developed in 1968 and remains one of the most widely used programs in educational research, social sciences, psychology, and business. This program provides a variety of statistical analysis procedures, from basic descriptive statistics to complex inferential tests, and displays results in tables and output that is clear and easy to interpret.

SPSS's primary function in educational research is to help researchers process numerical data efficiently, accurately, and systematically. This program can be used to test research hypotheses, identify significant differences between groups, measure relationships between variables, and provide comprehensive reports in the form of significance values. In this study, SPSS was used to analyze student test scores to determine whether the application of the Dictogloss technique significantly impacted descriptive text writing skills. Using SPSS, data analysis was conducted objectively, reliably, and error-free, thus strengthening the credibility of the research findings. The resulting output consists of statistical tables and significant values, which are then interpreted to support the acceptance or rejection of the research hypotheses.

3. Results

The researcher concluded from the data analysis that the dictogloss technique had a significant effect on students' descriptive writing skills.

In the experimental class, the researcher administered the dictogloss technique as a treatment. The average score for the experimental class on the pre-test was 61.13, while the average score for the experimental class on the post-test was 81.53. The lowest score for the experimental class on the pre-test was 46, and the highest score was 75. The lowest score for the experimental class on the post-test was 71, and the highest score was 92.

In the control class, the average score for the control class on the pre-test was 66.8, while the average score for the control class on the post-test was 77.5. The lowest score for the control class on the pre-test was 48, and the highest score was 84. The lowest score for the control class on the post-test was 68, and the highest score was 90.

The results of the hypothesis testing showed that the t-test value (2.500) was higher than the t-table value (1.671) at a significance level of 0.05. The Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected.

Discussion

The objective of this research is to find out whether the use of the Dictogloss technique can improve students' ability in writing descriptive text at SMP Negeri 7 Pematangsiantar. The researcher used two classes in this study: one as the experimental class and one as the control class. To achieve the research objective, a pretest was given to both classes to identify the students' initial writing ability. The experimental class was taught using the Dictogloss technique, while the control class was taught using a conventional method. After the treatment, the researcher administered a posttest to both classes to determine the effect of the Dictogloss technique.

This research has both similarities and differences with previous studies. The study conducted by Fikri (2016) entitled "The Effectiveness of Dictogloss Technique on Students' Writing of Descriptive Text" focused on students' writing ability in terms of content, organization, grammar, and vocabulary. The analysis emphasized the improvement of students' scores in developing relevant ideas, constructing grammatically correct sentences, and choosing appropriate vocabulary in writing descriptive texts. Meanwhile, this study focuses on students' ability to write descriptive texts based on their generic structure. The similarity between Fikri's (2016) research and this study lies in the objective, research method, teaching technique, and type of text, which is descriptive text. Both aimed to investigate the effect of the Dictogloss technique on students' ability to write descriptive texts. They used a quantitative method with a quasi-experimental design involving two groups: an experimental class taught using the Dictogloss technique and a control class taught using a conventional method. Both studies also used writing tests (pretest and posttest) as the main instruments to measure students' writing ability before and after the treatment. The statistical analysis results showed that the Dictogloss technique had a significant effect on students' writing ability, as the t-test value was higher than the t-table value. Moreover, both studies concluded that the Dictogloss technique helps students organize ideas, enrich vocabulary, and write descriptive texts with better grammatical accuracy and coherence.

The differences lie in the research location, subjects, and analytical focus. Fikri's (2016) study was conducted at SMA PGRI 56 Ciputat with tenth-grade students, while this research was conducted at SMP Negeri 7 Pematangsiantar with eighth-grade students. The difference in educational level influenced the implementation of the Dictogloss technique and the complexity of the texts produced. In addition, this study used SPSS software to analyze data such as mean scores, standard deviation, and t-test results, while Fikri (2016) used manual calculations for t-test and t-table values.

This research also has similarities and differences with the study conducted by Fauziah (2019) entitled "The Effect of Using Dictogloss Technique Towards Students' Ability in Writing Descriptive Paragraph of Second-Grade Students at MTs DDI At-Taqwa Jampue Pinrang." The assessment in Fauziah's study focused on students' ability to construct coherent descriptive paragraphs and organize ideas according to text structure. The analysis highlighted students' improvement in organizing ideas, grammar, and vocabulary after the application of the Dictogloss technique. The similarity between Fauziah's (2019) study and this research lies in the objective, method, teaching technique, and type of text. Both studies aimed to examine the effect of the Dictogloss technique on students' ability to write descriptive texts. They applied a quantitative approach with a quasi-experimental design, involving two groups: an experimental class taught using Dictogloss and a control class taught using a conventional method. Both studies also used pretest and posttest instruments to measure writing performance before and after the treatment. The results showed that the Dictogloss technique had a significant effect on students' writing ability, as the t-test value was higher than the t-table value.

The difference lies in the research context, educational level, and focus. Fauziah's study (2019) was conducted at MTs DDI At-Taqwa Jampue Pinrang with eighth-grade junior high school students, while this research was conducted at SMP Negeri 7 Pematangsiantar, also involving eighth-grade students but in a different school context. Moreover, this study not only evaluated students' ability to write descriptive paragraphs but also emphasized their ability to organize the generic structure of descriptive text, namely identification and description.

Based on the results of data analysis, the researcher concludes that there is a significant effect of using the Dictogloss technique on students' ability in writing descriptive text at the eighth grade of SMP Negeri 7 Pematangsiantar. This indicates that the Dictogloss technique can be an effective alternative for teaching writing, helping students improve their ability to organize ideas, choose appropriate vocabulary, and write descriptive texts with better structure and sentence variety.

5. Conclusion

Based on the data that have been collected and analysed, 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 (2.50) is higher than the value of t -table from the df (60) in significance degree 5% (1,67) $2.50 > 1,67$. It indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that dictogloss technique is effective to apply in teaching and learning writing of descriptive text at the eighth grade students of SMP N 7 Pematangsiantar.

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