

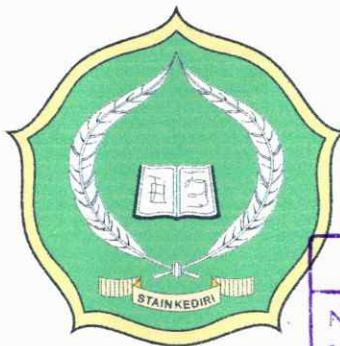
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**THE IMPLEMENTATION OF DICTOGLOSS TECHNIQUE  
TO IMPROVE DESCRIPTIVE WRITING ABILITY OF  
THE EIGHTH GRADE STUDENTS OF MTsN PAGU**

**THESIS**

Presented to  
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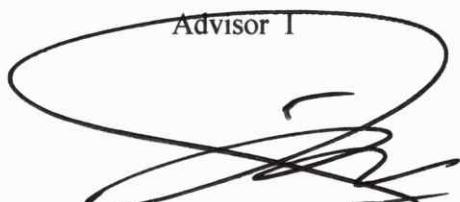
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**THE IMPLEMENTATION OF DICTOGLOSS  
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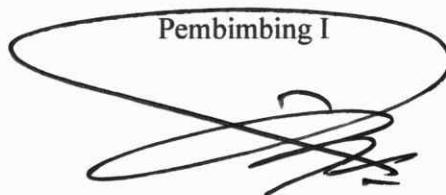
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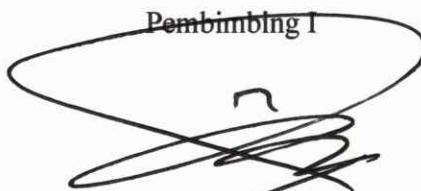
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Setelah diperbaiki materi dan susuanya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan tanggal 07 juli 2015, kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum adanya dan atas kesediaan Bapak kami ucapan terimakasih.

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## *MOTTO*

*“Live is like as water, that runs”*

*“Prying and believes has the important role to  
get the whish”*

## **DEDICATION**

*This thesis is dedicated to:*

❖ *My beloved parent :*

*Dad (ROCHANI, Alm.), you are always give me all of your love, live,sine, and everyty to support and fulfill all of my need since you live until pass, so that I can study till high education finish the thesis. Your sacrifice makes me a live to do everything . Although you can not accompany me untill finish.*

*Mam (SUKARTI), you are the best mother in the world, thanks for your love.. your honestly... and everything that I can not repplay, you are Supper women...*

- ❖ *My aunt (Sti.Halimah), who has gave the motivate and be came change of my dady*
  - ❖ *My Cousin (Dwik Lestari), thanks for your help*
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- ❖ *For all of my lectures, who has given me all knowledge and guided me to have many experience in this education*
- ❖ *Some one, who is angel and star in my life that has be came to my spirit*
- ❖ *My friend friends (Eny W. And Siti Nikmatus S.), who has accompany, support, give a suggets every time.*
- ❖ *All my closed friends, I love you so much. Don't forget me. I will always remember our memories and experience*
- ❖ *All of my friends, thaths I can't mention it one by one.*
- ❖ *Thank you very much for direct or indirect helping and supporting from the greatest*

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Peace and solution always be given to the last prophet, Muhammad SAW, who has guided us from the darkness to the lightness, so we can distinguish the wrong and the right one by his religion brought from Allah, namely Islam religion that we love so much.

Besides that, the writer also believes that this thesis will not finish yet without any support from several people, so because of their support, the writer can finish this thesis well although the researcher has much difficulty, that is a way, it is necessary and natural if the researcher would like to express her appreciation and thank so much to the following people:

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The writer realizes that this still has faults and mistakes. Because of that, the writer hopes to all of the readers in order to give advice and criticisms to be better for further researcher.

At last, the writer can only wish that the result of the study will be valuable and useful especially for the writer and for all readers generally.

Amin

Kediri, June 16<sup>th</sup> 2015

Writer

## ABSTRACT

Farika, Ana. 2015. THE IMPLEMENTATION OF DICTOGLOSS TECHNIQUE TO IMPROVE DESCRIPTIVE WRITING ABILITY OF THE EIGHTH GRADE STUDENTS OF MTsN PAGU Classroom Action Research. A Final Project English Department, Faculty of Education, The State College for Islamic Studies of Kediri (STAIN). Advisor : (1) Drs. Agus Edi Winarto, M.Pd. (2) Erna Nurkholidha, M.Pd.

**Key words:** Dictogloss technique, Writing skill, Descriptive text.

This research attempted to improve students' achievement in writing descriptive text by using Dictogloss Technique. The objective of this study was to find out whether dictogloss technique can significantly improve students' writing skill or not. The subject of this study was one class of the grade VIII-H students' of MTs N Pagu in the academic year 2014/2015, which consisted of 35 students.

In this study, the writer was conducted by Classroom Action Research, which consists of two cycles; with the criteria of success was 100% the students reach to 10 point of gain or more, although there were under 75 (KKM). The result in preliminary study that there were 8.57% (3 students of 35) <44, 20% (7 students of 35) scored between 45-54, 42.85% (15 students of 35) scored 55-64, 22.85 (8 students of 35) gets score 65-74, and 5.71% (2 students of 35) scored >75. The result in cycle 1 showed that, there were 22.86% (8 students of 35) gets scored 55-64, 28.57% (10 students of 35) scored 65-74, and 48.57% (17 students of 35) scored >75, which there were 37.14% (13 students of 35) not improvement 10 point, although there were 38.46% (5 students of 13) scored more than 75. Its means that in cycle 1 was not successful, because it was not reach criteria of the success that 100% students should reached 10 point. The result in cycle 2 showed that, 11.43% (4 students of 35) scored 65-74 and 88.57% (31 students of 35) gets scored >75, which there were 100% students get score achievement 10 point. Its mean that the implementatiton of dictogloss technique was successful. In fact, there were 11.42% (4 students of 35) still under 75. The students felt enthusiastic, enjoyable, and active in teaching learning process through Dictogloss Technique. The result of the research showed the progress of achievement scores, it can be concluded that Dictogloss Technique gives contribution to improve students' achievement in writing descriptive text.

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