

Systematic Review: Investigating the Effect of Using Dictogloss Technique in Improving Writing Skills

Maruwan Alshireedi¹, Zurina Khairuddin²

^{1,2}Universiti Sultan Zainal Abidin, 21300 Gong Badak, Terrangu, Malaysia

Abstract

This systematic review summarizes the results of 40 empirical studies with dictogloss technique interventions, that were published between 2016 and 2024. The studies included in this review were assessed using the review search strategy of the systematic review of publications (SUP) (Standard English Dictionary). The list of interventions included was exhaustive, with strong inclusion/exclusion criteria to maintain methodological integrity. The criteria were used to determine the validity of the sample of these studies. The research designs involved systematic searches of databases of journals and academic texts (Google Scholar) as well as of other database systems (i.e., abstracted records). This qualitative approach identified themes and patterns of the studies' findings. Emphasis was given to data collected from the empirical studies. This review confirms that dictogloss positively impacts writing skills in different educational settings. According to studies reviewed, students benefit in building grammatically appropriate sentences, increasing vocabulary, and arranging ideas into well-structured essays. As a result, the effectiveness of the dictogloss technique improves sentence structure, logical organization, and the overall coherence of written work. This review provides teachers, researchers, and professionals with valuable insights into how dictogloss can be used to improve writing skills.

Keywords: dictogloss technique, empirical studies, writing skills

Introduction

The teaching of English as a foreign language (EFL) in schools, regardless of the teaching method chosen, aims to instill critical thinking in students, encouraging them to embrace diverse perspectives on the language [1]. Writing is one of the English language skills that plays a vital role in Language learning, serving as a means for learners to experiment with sentences and longer pieces of writing to express their ideas. [2]. A comprehensive understanding of various subcomponents, including grammar, vocabulary, spelling, and punctuation, is essential to overcome this challenge [3]. In essence, writing involves the generation and construction of productive skills, ideas, and thoughts [4].

A lack of active teaching methods in classrooms [5]. The importance of active participation in the educational development and success of learners [6]. The limited use of cooperative techniques in classrooms and attributed this to various factors, including teachers' thoughts, experiences, and behaviors that influence the use of active methods [7]. The dictogloss technique emerges as a motivational and active strategy in the writing learning process that integrates language teaching and enables collaborative creation from a text [8]. This technique, as outlined by Yu et al. (2022), combines language skills in a student-

centered approach, facilitates exchangeable group work, and reduces the teacher-centered nature of the lesson [9]. It also provides effective feedback opportunities for learners through a mix of individual and group activities focused on reconstructions [10].

Based on the agreement above, 40 empirical studies conducted between 2016 and 2024 were compiled in this review paper. It aimed to extract the effects of using the dictogloss technique in writing instruction in different areas with several procedures. Several studies revealed the effect of using dictogloss technique in improving writing skills, as mentioned by Astuti (2017) that Dictogloss technique significantly influenced students' ability to write analytical exposition texts [11]; dictogloss showed an improvement in students' writing ability in English [12]; dictogloss was an effective technique for processing narrative text writing [13]; dictogloss Gives an important impact and successful in improving the students' writing a recount text [14]; positive impact of dictogloss technique on collaborative learning [15]; it is a successful technique for implementing the writing process of a narrative text [16]; there is an improvement in students' performance in writing descriptive text [17].

Literature Review

Writing Skills

According to various scholars, writing is an important English language skill that involves conveying messages, sharing concepts, and expressing emotions through logical sentences [18] and [19]. The use of characters or symbols to convey meaning, express, and connect ideas [20]. Writing as a communicative act to share notes and ideas [21]. Its role in exploring and structuring thoughts, iterative revision, and improving thought processes [22]. Writing is a skill for systematically cultivating and organizing ideas. The skilled communication of ideas and reflections while adhering to grammatical conventions [23]. Writing is the articulate and smooth expression of ideas, conveying emotions, thoughts, aspirations, and imaginings through symbolic representation [24]. Arina (2021) highlights that writing is a fundamental aspect of language that requires practice and serves as a crucial tool for developing various language skills, including sentence patterns, vocabulary comprehension, grammar, and other essential linguistic abilities [25].

Writing is a challenging skill that requires careful thinking, discipline, and concentration [26]. The difficulties that students face in writing are often attributed to the differences in rules, patterns, and structures between English and Arabic [27]. Common obstacles include errors in sentence structure, grammar, developing ideas, word choice, and building cohesion in writing [2]. Writing problems are classified by Farfar (2023) as capitalization, punctuation, organization, grammatical errors, frustration, confusion in supporting ideas, and spelling [28]. Spelling, and grammatical errors due to native language overlap, structure, and vocabulary issues [29]. Students commonly make errors in capitalization, commas, semicolons, periods, quotation marks, hyphens, apostrophes, and question marks [30]. Spelling errors are attributed to factors such as interference from the student's first language [31].

The importance of writing in language learning is emphasized by several researchers. Writing plays a role in structuring language skills, allowing learners to experiment with sentences and longer pieces of writing [2]. The need for syntactically accurate and culturally appropriate essays [4]. Essential skills and conventions, such as coherence and mechanics, that are essential for professional writing [32]. Writing is also seen as a communicative tool for sharing information and delivering benefits [33] and [22]. It is considered crucial for English learners to improve their understanding of the language [34]. Additionally, writing has been linked to language memorization [35], while its difficulty in generating and organizing

ideas [36]. Writing as a form of critical thinking [37]. The skills involved in thinking, drafting, and editing [38]. Writing is a challenging skill that requires an understanding of spelling, grammar, sentences, words, and their effective combination [39].

Dictogloss technique

Dictogloss is divided into two parts: “dicto” means dictation, and “gloss” is equal to paraphrase or interpret the text [40]. It is a collaborative language learning technique when the students reconstruct the text in a cooperation groups [41]. It is a classroom activity in which students listen to the text, write down keywords, and reconstruct the text in their own words [42]. This technique aims not only to engage learners but also to encourage introspection about their language output [43].

Dictogloss, as highlighted by Alsamadani (2022), differs from traditional dictation in that it involves learners in the collaborative production of a new product based on a text presented by the teacher [43]. This technique is not only aims to increase engagement but also promotes active and reflective learning among English learners [38]. It is emerging as an integrated technique for language teaching, facilitating a student-centred approach and group collaboration [9]. This method allows EFL/ESL teachers to integrate language skills within a single lesson, reducing the teacher-centred nature of the lesson [41]. Despite being simpler to prepare, dictation provides effective feedback opportunities for learners, combines individual and group work activities, and encourages learners to reconstruct the text with grammatical accuracy and lexical precision [10].

Various studies (Oktazena, 2019; Namur, 2020; Arina, 2021; Jose, 2023) explained how the stages of dictogloss technique work. The preparation is the first stage that the teacher ensures that students are ready for listening, presents the topic and relevant vocabulary, and divides students into pairs or small groups for brainstorming. The second stage is dictation which the teacher reads a short text twice while the students take notes during the second reading. The reconstruction stage is crucial, as students work in pairs or small groups for reconstructing the passage based on sharing information. Finally, in the analysis and correction stage, students review, analyse, and correct their text results, comparing them with other groups' outcomes and the original text under the guidance of the teacher [44], [45], [25], and [46].

Dictogloss Technique in Improving Writing Skills

Sani (2016) conducted a quasi-experimental study with 40 grade 10 students from SMA Negeri 22 Palembang, Indonesia. The sample consisted of experimental and control groups. The experimental group received 20 sessions of instruction using podcasts and dictogloss methods. The data was collected by undergoing a pre-test and a post-test. The study aimed to assess the impact of using dictogloss in improving writing skills, and the results showed a significant improvement in writing skills [47]. Tarbiyah (2016) also used a quantitative approach by using a quasi-experimental design that included a pre-test and post-test. The researcher selected 40 students using purposive sampling and divided them into experimental and control classes. Data was collected over 5 meetings, including pre-test and post-test, and found an improvement in students' writing skills after using the dictogloss technique [48].

Younis (2016) Conducted an experimental study with 20 Jordanian EFL teachers and 96 tenth-grade students from public schools in Al-Kourah Directorate of Education. The teachers received training in dictogloss technique and practice, and the participants were divided to the experimental group which consisted of 70 participants, and consisted of 26 participants. Data was collected by tests, classroom observation, and teacher reflection during the training. The study found that dictogloss greatly improved

teachers' classroom instructions, preparation, planning, procedures, and assessment. It also had a positive impact on students' overall writing skills development [49].

Astuti (2017) conducted a quasi-experimental study on 49 eleventh-grade students to determine the impact of using dictogloss technique in teaching writing. Pre-test and post-test data were collected, and the intervention consisted of 3 sessions at SMA Karya Mataram Lampung Selamat in the academic year 2016/2017, using essay questions on analytical exposition text as the instrument. The results revealed that using dictogloss technique significantly influenced students' ability to write analytical exposition texts [11]. Basri (2017) utilized a single-case approach at MTs Al-Ikhlas Ujung Bone during the academic year 2018/2019. This qualitative research collected data through observation and interviews with the ninth-grade students and their teachers. The study showed that using the Revitalizing Dictogloss Technique for teaching narrative writing had a positive impact on the classroom interaction [50].

Lismawati (2017) conducted a study on the impact of dictogloss technique on students' writing of hortatory exposition texts. The study involved XI IPS class at MAS Al-Washliyah Pasar V Pinang Baris Medan, with six sessions in two cycles. The mixed-method data were collected through diary notes, observation, and a questionnaire, revealing positive teaching and learning activities. The findings showed that the dictogloss technique improved students' writing of hortatory exposition texts [51]. Murad (2017) used an experimental and control group design to study the impact of using dictogloss technique on the English writing skills of tenth-grade students. The study involved 68 students divided into two groups, and quantitative data were collected using a pre-test and a post-test. The results showed differences in favor of the experimental group in the posttest [18].

In Retnowaty & Balikpapan's (2017) study, a pre-test and post-test experimental approach was used to investigate the effectiveness of the dictogloss technique in improving students' narrative writing skills. The research, conducted at SMA N 2 Wonosobo during the 2010/2011 academic year, involved two groups. The experimental group received instruction using the dictogloss technique, while the control group used sequential pictures as a medium. The results showed that the dictogloss technique was more effective than sequential pictures in improving students' narrative writing skills [52].

Ani Latifah (2018) conducted a descriptive qualitative research method focusing on the eighth-grade class (VIII A) with 35 students, chosen due to having the lowest average scores in English writing. Data collection involved observation, interviews, and questionnaires. The research, conducted in two meetings, aimed to analyze the teaching and learning process of writing using dictogloss, as well as identify challenges faced by both teachers and students in the dictogloss-based teaching and learning environment. The result was conducted that students showed improvement in their writing ability in English [12]. Pasa (2018) researched to examine the improvement in students' achievement in writing spoof texts through the use of the dictogloss technique. The study involved students from grade XI Science at Madrasah Aliyah Muhammadiyah 1 Medan and employed Classroom Action Research. Data analysis included both quantitative data, derived from students' test scores' mean, and qualitative data from interviews, observation sheets, diary notes, and documentation. The results indicated an improvement in students' achievement in writing spoof texts when utilizing the dictogloss technique [54].

Yanti (2018) conducted a quantitative study to determine the effectiveness of the dictogloss strategy in improving students' ability to write narrative text. The experimental research involved two classes, with 25 students in the experimental class and 24 students in the control class. The study consisted of 5 sessions and used pre-test, post-test, and questionnaires to gather data. The results showed that the dictogloss strategy led to improved student achievement in writing narrative text [33]. Al-obaydi & Al-mosawi

(2019) conducted a study with twelve first-year students from the English department at Diyala University to determine the effect of the dictogloss technique on improving the writing skills of Iraqi EFL students. It used an achievement test, a reflection sheet, a questionnaire, and the teacher's daily observation as measurement tools to evaluate its effectiveness. The results showed a positive impact on writing skills and favorable attitudes of students towards the technique [55].

The qualitative study conducted by Huda & Rahadiano (2019) used a classroom action research design encompassing four sequential steps: planning, acting, observing, and reflecting. The research was conducted within the setting of MA Sunan Giri Gondang, involving 20 eleventh-grade students. Various data collection methods were used, including writing tests, interviews with teachers and students, observations, field notes, and questionnaires. The primary objective was to enhance students' writing skills by implementing the Dictogloss technique within the writing class. The results showed a significant improvement in students' writing skills after the Dictogloss instruction [57]. Fauziah (2019) used pre-test and post-test quasi-experimental designs to find out whether the dictogloss technique improves the ability of students for writing descriptive paragraph. The study involved 6 sessions with one group which consisted of 19 second-grade students at MTs DDI At-taqwa Jampue Pinrang, and found a positive effect on their descriptive paragraph writing skills [58].

Rohaniyah & Nisak (2019) investigated the technique's implementation process, concluding that it fosters an effective learning environment [57]. Shadi (2019) introduced a Collaborative Dictogloss Strategy (CDS) and observed improvements in EFL writing skills among preparatory students [59]. Sufie (2019) and Ardiansyah (2020) reported positive effects of Dictogloss on students' recount and narrative text writing. Similarly, Firmansyah (2020) found the approach significantly enhanced recount writing skills among vocational students. Khairuna (2020) reinforced these findings through a quasi-experimental study on narrative text writing among ninth-grade students.

Modarresi (2021) compared Dictogloss with debating strategies, finding that the former significantly improved university students' writing skills [60]. Azmoon (2021) contrasted Dictogloss with processing instruction and noted better writing accuracy among EFL learners in Iran. Abdurrahman (2022) found that students taught with Dictogloss outperformed their peers in narrative writing skills [61]. Similarly, Alsamadani (2022) reported enhanced engagement and writing skills among undergraduate students in Saudi Arabia [43]. Jose (2022) conducted a study in Oman, incorporating teacher reflections and student perceptions, and found improvements in writing skills and self-reflective abilities [41]. Tsuraya (2022) employed a quasi-experimental design and confirmed the effectiveness of Dictogloss among third-grade students in Indonesia [62]. Yusnita (2022) examined the technique's impact on greeting card composition [22], while Zaki (2022) found that Dictogloss improved both writing and listening skills in a secondary school setting [38].

Hassan et al. (2023) conducted a quasi-experimental study with 41 undergraduate students in the BS Criminology program at the University of Lahore. The students were divided into experimental and control groups to compare the effectiveness of dictogloss technique in teaching. The experimental group received instruction using the dictogloss technique twice a week for 15 weeks. The experimental group showed better results, indicating the effectiveness of dictogloss technique [63]. Similarly, Hardiningsih and Amalo (2023) used a quantitative quasi-experimental design to study the effectiveness of dictogloss-guided approach to blogging in improving writing skills. The study involved 24 second-year business students in Indonesia. The data was collected using writing tests, questionnaires, and interviews. The result shown

higher scores in the experimental group, suggesting the effectiveness of integrating dictogloss activities into blog-based writing [64].

Jafar's (2023) conducted a quasi-experimental study to examine the impact of the dictogloss technique on motivating EFL writing skills in secondary stage students in Nigeria. The study involved 120 participants divided into two groups, with pre and post-tests showing that the use of dictogloss technique can improve EFL students' motivation to learn writing skills [65]. Similarly, Syafei et al., (2023) conducted research on 90 tenth-grade students. The study employed a quantitative research approach with a quasi-experimental design incorporating pre-tests and post-tests to gather data from these groups. It found that the application of dictogloss technique led to a notable improvement in students' performance in descriptive texts. It recommends the adoption of this technique to enhance descriptive writing skills, supported by the significant difference observed between the pre-test and post-test scores of the experimental group [17].

Mohamed's study (2024) examined the effect of a dictogloss technique-based program supported by Powtoon on the narrative writing skills of first-year secondary school students. Using a quasi-experimental design with 80 students, divided into an experimental group and a control group. Pre- and post-narrative writing tests were used as a study tool. The results showed that the experimental group significantly outperformed the control group in the post-test, indicating improved writing organization, grammar, transitions, and mechanics [66].

Methodology

The present review paper employed a systematic methodology to review the literature on using the dictogloss technique in improving writing skills. A total of 40 experimental studies conducted between 2016 and 2024 were compiled for this review. The primary focus was on the identification of pertinent studies, utilizing a comprehensive search strategy specifically targeting the application of the dictogloss technique for improving writing skills. Various databases, including Google Scholar and numerous journals, were systematically explored to retrieve relevant articles, and strict inclusion and exclusion criteria were implemented to ensure the inclusion of studies meeting predefined standards.

The data extraction process involved a meticulous analysis of each selected study, scrutinizing key details such as participant information, intervention methodologies, and outcomes about the impact of dictogloss on writing skills. Quality assessment tools were employed to evaluate the robustness of each study, taking into account factors such as research design, sample size, and overall methodology. Findings were synthesized by categorizing results according to common themes and patterns to provide a comprehensive overview of dictogloss effectiveness in improving writing skills in various contexts. Through this systematic and transparent methodology, the review ensures the reliability and validity of its findings, delivering valuable insights into the influence of the dictogloss technique on the enhancement of writing skills.

Results

The reviewed studies, conducted between 2016 and 2024, provide compelling evidence that dictogloss technique significantly improves writing skills in different educational contexts. Table 1 consistently shows significant improvements in writing skills attributed to dictogloss. These findings are consistent across studies, increasing the reliability of the results and establishing the validity of dictogloss as an effective teaching technique. The studies used different methodological approaches and research designs,

reflecting the adaptability of the dictogloss technique to address specific research problems. These differences underscore the versatility and effectiveness of this technique in a variety of settings. Regarding the data collection resulted by Sani (2016), Tarbiyah (2016), Astuti (2017), Murad (2017), Retnowaty & Balikpapan (2017), Utami (2018), Yanti (2018), Altameemy & Daradkeh (2019), Apriliyanto (2019), Fauziah (2019), Oktazena (2019), Shadi (2019), Sufie (2019), Khairuna (2020), Namur (2020), Robin (2020), Alsamadani (2022), Tsuraya (2022), Zaki (2022), Hassan et al. (2023), Hardiningsih & Amalo (2023), Jafar (2023), Syafei et al., (2023), Ardanto (2024), and Mohamed (2024), they used quantitative researches and collected data by utilizing different ways, such as Pre-test & post-test, questionnaire, interview, observation, documentation, checklist, and analytic scoring rubric.

Table Error! No text of specified style in document..1: Authors & years, approaches & research design, Data collection, and Results

Authors & years	Approach & Research Design	Data Collection	Results
Sani (2016)	Quantitative Quasi-experimental	Pre-test & post-test	Significant improvement in writing skills
Tarbiyah (2016)	Quantitative Quasi-experimental	Pre-test & post-test	Improvement in students' writing skills
Astuti (2017)	Quantitative Quasi-experimental	Pre-test & post-test	Dictogloss techniques significantly influenced students' ability to write analytical exposition texts.
Murad (2017)	Quantitative Experimental Research	Pre-test and post-test	Significant differences in favor of the experimental group on the writing posttest.
Retnowaty & Balikpapan (2017)	Quantitative Experimental Research	Pre and post-tests	Dictogloss technique was more effective than sequential pictures in improving students' narrative writing skills.
Utami (2018)	Quantitative Pre-experimental	Pre-test and post-test	Dictogloss technique was effective in improving students' writing skills.
Yanti (2018)	Quantitative Experimental research	Pre and post-tests and questionnaire	Students got a positive improvement after dictogloss technique intervention.
Altameemy & Daradkeh (2019)	Quantitative Quasi-experimental	Pre-test & post-test	Dictogloss was an effective technique for processing narrative text writing.

Apriliyanto (2019)	Quantitative Experimental Research	Pre and post-test, questionnaire, observation, and documentation	The audio-based dictogloss technique effectively enhances students' descriptive text writing skills.
Fauziah (2019)	Quantitative Quasi-experimental	Pre-test & post-test	A positive effect on students' descriptive paragraph writing skills.
Oktazena (2019)	Quantitative Experimental Research	Pre-test & post-test	A significant positive effect on writing narrative text.
Shadi (2019)	Quantitative Quasi-experimental	Checklist, analytic scoring rubric, and pre-test & post-test	Dictogloss technique improved the students' EFL writing skills.
Sufie (2019)	Quantitative Quasi-experimental	Pre-test & post-test and observation	Dictogloss technique was influential in writing narrative text.
Khairuna (2020)	Quantitative Quasi-experimental	Pre-test & post-test	Dictogloss had a positive significant effect on the post-test of students' writing the narrative text.
Namur (2020)	Quantitative	Pre-test & post-test	A significant improvement in students' writing skills.
Robin (2020)	Quantitative research	Pre-test & post-test and documentation	Dictogloss technique positively influences students' narrative text writing ability.
Alsamadani (2022)	Quantitative Quasi-experimental	Pre and post-test & Questionnaire	Noteworthy enhancements in writing skills and engagement and motivation
Tsuraya (2022)	Quantitative Quasi-experimental	Pre-test & post-test	Higher competence in the experimental class than in the controlled class.
Zaki (2022)	Quantitative Classroom action research	Pre-test & post-test	It is attractive, fresh, and interesting for writing
Hassan et al. (2023)	Quantitative Quasi-experimental	Pre-test & post-test	Dictogloss technique is an effective teaching method

Hardiningsih & Amalo (2023)	Quantitative Quasi-experimental	Tests, questionnaire & interview	The experiment group scored higher than the control group
Jafar (2023)	Quantitative Quasi-experimental	Pre-test & post-test	Dictogloss helps secondary school students develop motivation for learning EFL writing.
Syafei et al., (2023)	Quantitative Quasi-experimental	Pre-test & post-test	Improvement in students' performance in writing descriptive text.
Ardanto (2024)	Descriptive Quantitative R	Questionnaire	Dictogloss technique can motivate students to write and interested in learning.
Mohamed (2024)	Quantitative Quasi-experimental	Pre-test & post-test	The experimental group significantly outperformed the control group in the post-test.

Table 2 consistently shows significant improvements in writing skills attributed to dictogloss. These findings are consistent across studies, increasing the reliability of the results and establishing the validity of dictogloss as an effective teaching technique. The qualitative researchers were conducted by Basri (2017), Ani Latifah (2018), Huda & Rahadiano (2019), Rohaniyah & Nisak (2019), Rohaniyah & Nisak (2019), Putri (2020), Azmoon (2021), Jose (2022), and Yusnita (2022) used observation, interviews, questionnaires, pre and post-tests, field note, and document review for solving their problem. They used dictogloss technique to teach writing and demonstrate the research results.

Table Error! No text of specified style in document..2: Authors & years, approaches & research design, Data collection, and Results

Authors & year	Approach & Research Design	Data Collection	Results
Basri (2017)	Qualitative Single case study	Observation & interview	Dictogloss Technique for teaching narrative writing had a positive impact on the classroom interaction.
Ani Latifah (2018)	Descriptive qualitative research	Observation, interviews, and questionnaires	Students showed improvement in their writing ability in English.
Huda & Rahadiano (2019)	Qualitative Classroom active research	Pre, post-test, questionnaire, field note, and observation	Developed students' writing abilities

Rohaniyah & Nisak (2019)	Qualitative Approach	Observation, interview, and documentation	Successful teaching-learning process.
Putri (2020)	Qualitative Library research	Articles, text-books, papers, journals, and other sources	Notable enhancement in students' writing skills Involved collaborative group work, restructuring sentences, and analyzing corrections
Azmoon (2021)	Qualitative Experimental	Pre-test & post-test	Significant inference between the two groups. Positive impact of dictogloss on collaborative learning.
Jose (2022)	Qualitative Experimental study	Questionnaire	dictogloss significantly improved students' writing skills
Yusnita (2022)	Qualitative Case study	Observation, interview, and document review	It encouraged students in composing the schematic structure in a more organized manner.

Table 3 consistently shows significant improvements in writing skills attributed to dictogloss. These findings are consistent across studies, increasing the reliability of the results and establishing the validity of dictogloss as an effective teaching technique. The studies were conducted by Younis (2016), Lismawati (2017), Pasa (2018), Al-obaydi & Al-mosawi (2019), Ardiansyah (2020), Modarresi (2021), Abdurrahman (2022) revealed a positive effect of using dictogloss technique in improving writing products. They used mixed-method approach and collected their data by using Pre & post-tests, diary notes, observation, and questionnaire, teacher reflection, interviews, and documentation technique.

Table.3: Authors & years, approaches & research design, Data collection, and Results

Authors & year	Approach & Research Design	Data Collection	Results
Younis (2016)	Mixed-method Experimental research	Pre, post-test, and observation and teacher reflection	Improved the teachers' classroom instructions. positive impact in improving students' writing
Lismawati (2017)	Mixed-methos Classroom action research	Diary notes, observation, and questionnaire	Dictogloss Technique significantly improved students' achievement in writing hortatory exposition texts.

Pasa (2018)	Mixed-method Classroom action research	Pre, post1, and post 2-tests, interview, observation, dairy note, and documentation technique	Improvement in students' achievement in writing spoof texts during using dictogloss technique.
Al-obaydi & Al-mosawi (2019)	Mixed-methos Experimental Research	Pre and post-tests, questionnaire, and observation	A positive impact on writing skills and favorable attitudes of students towards the technique.
Ardiansyah (2020)	Mixed- method Action research	Pre & post-tests, observation, interview	Cooperative activity allowing learners to discuss and learn from each other.
Modarresi (2021)	Mixed-method Experimental	Pre and post-test And interview	The experimental group showed a notable improvement in writing tasks and effectiveness of collaborative output activities for enhancing students' writing performance.
Abdurrahman (2022)	Mixed-method Quasi- experimental	Pre and post-test, observation, and documentation	It is a successful technique for implementing the writing process of a narrative text.

Discussion

The studies reviewed systematically show that dictogloss is an effectual facility in improving participants' writing skills. The other approaches and designs used in the studies show the versatility of dictogloss in other contexts. The studies used a diverseness of three—figure inquiry methods and data ingathering approaches which strong the dependability of the findings and provided a nuanced understanding of the touch of dictogloss on writing facility.

The qualitative studies provided universal insights into the nuanced and contextual aspects of implementing the dictogloss facility in writing classrooms. A range of qualitative inquiry methods was used, including watching interviews, questionnaires pre- and post-tests 'field notes 'and text file reviews to comprehensively interpret participants' experiences. The studies highlighted the nuanced ways in which dictogloss influences the writing litigate with interviews providing rich qualitative data. In summation, other studies have investigated the plus personal effects of using dictogloss facility to better writing skills. These studies have adoptive a mixed methods plan of attack 'using a diverseness of data ingathering methods such as pre— and post—tests diary notes, observations 'questionnaires 'instructor reflections ' interviews, and corroboration techniques.

Based on the discourse above, the reviewed studies led between 2016 and 2023 have incontestably the plus touch of the dictogloss facility in improving writing skills in varied informative settings. These studies put together betoken that dictogloss plays a portentous role in enhancing participants' writing abilities, peculiarly in terms of constructing grammatically exact sentences. what is more, the inquiry emphasizes the healthful upshot of dictogloss on expanding learners' lexicon leading to a more considerable and nuanced use of oral communication. to boot, improvements in condemn construction and organisation have been systematically discovered suggesting that dictogloss efficaciously enhances participants' capacitance to acquire well—integrated and logically sequenced graphical compositions.

Conclusion

The reviewed studies show that the dictogloss facility efficaciously enhances participants' writing facility. The studies made use of divers three—figure, qualitative, and mixed—wise inquiry methods, including pre- and post-tests, questionnaires, interviews, observations and corroboration, to comprehensively interpret the touch of dictogloss on writing facility. The studies provided nuanced insights into the contextual aspects of implementing dictogloss, capturing the participants' experiences and perspectives. These studies put together chip in to a holistic understanding of dictogloss in real—world informative settings.

The literature review suggested that the benefits of dictogloss are not limited to specific educational contexts or proficiency levels, highlighting its versatility and effectiveness in diverse learning environments. The comprehensive synthesis of these findings provides valuable insights for educators, researchers, and language teaching practitioners, contributing to a holistic understanding of how dictogloss positively impacts different aspects of writing skills.

REFERENCES

1. M. Luisa and R. Renau, “A Review of the Traditional and Current Language Teaching Methods,” *Int. J. Innov. Res. Educ. Sci.*, vol. 3, no. 2, pp. 2349–5219, 2016.
2. Z. S. Shouran, “The Syntactic and Semantic Problems of Libyan Students in Using Phrasal Verbs to Compose English Texts,” *Proc. Thirteen. Conf. Appl. Linguist. (CONAPLIN 2020)*, vol. 546, no. Conaplin 2020, pp. 638–644, 2021, doi: 10.2991/assehr.k.210427.097.
3. Rajab, S. Darus, and A. Aladdin, “An investigation of Semantic Interlingual Errors in the Writing of Libyan English as Foreign Language Learners,” *Arab World English J.*, vol. 7, no. 4, pp. 277–296, 2016, doi: 10.24093/awej/vol7no4.18.
4. M. F. F. Abbas and H. Syarif, “Syllabus Design for Writing Course: EFL Learners’ Needs,” *Proceeding Int. Conf. Lang. Pedagog.*, vol. 1, no. 1, pp. 129–135, Dec. 2021, doi: 10.24036/icolp.v1i1.30.
5. G. Hadia, “An Analysis of English Academic Writing in a Libyan University,” <http://etd.uwc.ac.za/>, no. March, 2020.
6. D. Alfadhil, “Challenges of Oral Participation in English Classrooms: A Study of Libyan Undergraduate Learners in the English Department,” *Int. J. Intellect. Discourse*, vol. 87, no. 1,2, pp. 149–200, 2023, [Online]. <https://repositorio.ufsc>.
7. I. Abukhattala, “The Use of Technology in Language Classrooms in Libya,” *Int. J. Soc. Sci. Humanit.*, vol. 6, no. 4, pp. 262–267, 2016, doi: 10.7763/ijssh.2016.v6.655.
8. M. S. O. Mayhoub, E. A.-E. Ali, and H. M. Mohamed, “Using Dictogloss Strategy for Developing

- Secondary Stage Students' English Grammar Competence and Motivation Towards Learning English Language," *BSU-Journal Pedagog. Curric.*, vol. 2, no. 3, pp. 134–152, 2023, doi: 10.21608/bsujpc.2023.270991.
9. X. Yu, F. Boers, and P. Tremblay, "Learning multiword items through dictation and dictogloss: How task performance predicts learning outcomes," *Lang. Teach. Res.*, 2022, doi: 10.1177/13621688221117242.
 10. D. Aminatun, P. Mulyah, and H. Haryanti, "the Effect of Using Dictogloss on Students' Listening Comprehension Achievement," *J. PAJAR (Pendidikan dan Pengajaran)*, vol. 5, no. 2, 2021, doi: 10.33578/pjr.v5i2.8246.
 11. Astuti, "The Influence of Using Dictogloss Technique Towards Students' Writing Ability in Analytical Exposition," 2017.
 12. Ani Latifah, "Teaching and Learning Writing Using Dictogloss at the First Semester of the Eighth Grade of Smp Al Huda Jatiagung, South Lampung in 2017/2018 Academic Year," 2018.
 13. F. Altameemy and A. Daradkeh, "Common paragraph writing errors made by saudi efl students: Error analysis," *Theory Pract. Lang. Stud.*, vol. 9, no. 2, pp. 178–187, 2019, doi: 10.17507/tpls.0902.07.
 14. M. Firmansyah, "The Use of Dictogloss Technique To Improve Students' Ability in Writing Recount Text of First Grade At Smk Negeri 1 Tolitoli," *J. Madako Educ.*, vol. 5, no. 7, pp. 513–522, 2020, [Online]. Available: <https://ojs.umada.ac.id/index.php/jme/article/view/86>
 15. Y. Azmoon, "Dictogloss or processing instruction: Which works better on efl learners' writing accuracy?," *Porta Linguarum*, vol. 2021, no. 36, pp. 263–277, 2021, doi: 10.30827/PORTALIN.V0I36.20909.
 16. D. S. Abdurrahman, HeruJuabdinSada, Saiful Bahri, "Applying Dictogloss Technique on Students' Narrative Text: A Quasi Experimental Study," *Innov. Educ. J.*, vol. 4, no. 1, pp. 1–12, 2022, [Online]. Available: <https://attractivejournal.com/index.php/aj/article/download/743/576>
 17. D. Syafei, J. E. Manurung, and U. Tridinanti, "Developing Writing Skills in Descriptive Text Using the Dictogloss Technique of Senior High School Students," *J. English Educ.*, vol. 4, no. 2, pp. 104–111, 2023.
 18. H. M. Murad, "The Effectiveness of Using Dictogloss Strategy on Developing Tenth Graders' English Grammar Learning and Writing Skills in Gaza," p. 2, 2017.
 19. L. Shayakhmetova, L. Mukharlyamova, R. Zhussupova, and Z. Beisembayeva, "Developing Collaborative Academic Writing Skills in English in Call Classroom," *Int. J. High. Educ.*, vol. 9, no. 8, pp. 13–18, 2020, doi: 10.5430/ijhe.v9n8p13.
 20. T. Alawiyah, "The Effectiveness of Dictogloss Method on Listening Skill of Narrative Text at Tenth Grade Students of Ma English Language Teaching Department Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic Institute," 2015.
 21. Yanti, "Applying Dictogloss Strategy to Improve Students' English Writing Achievement," 2018.
 22. H. S. Yusnita, "The Implementation of Teaching Writing Skill Through Dictogloss Activity Technique at the Eight Grade of MTSN 1 Buleleng By: English Education Department Tarbiyah and Teacher Training Faculty State University of KH," 2022.
 23. M. A. Suprpto, A. W. Anditasari, S. K. Sitompul, and L. Setyowati, "Undergraduate Students' Perceptions towards the Process of Writing," *J. English Lang. Teach. Linguist.*, vol. 7, no. 1, p. 185, 2022, doi: 10.21462/jeltl.v7i1.765.
 24. Martinez, "Using Process Writing in the Teaching of English as a Foreign Language," *RECIE. Rev.*

- Caribeña Investig. Educ.*, vol. 4, no. 1, pp. 49–61, 2020, doi: 10.32541/recie.2020.v4i1.pp49-61.
25. Arina, “A Comparative Study Between the Use of Dictogloss and Dictocomp Technique in Increasing Students’ Narrative Text Writing Ability,” *J. Chem. Inf. Model.*, vol. 53, no. 9, p. 6, 2021, [Online]. Available: [http://dspace.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo de Titulacion.pdf%0Ahttps://educacion.gob.ec/wp-content/uploads/downloads/2019/01/GUIA-METODOLOGICA-EF.pdf](http://dspace.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo%0Ahttps://educacion.gob.ec/wp-content/uploads/downloads/2019/01/GUIA-METODOLOGICA-EF.pdf)
 26. M. Alfaqiri, “English Second Language Writing Difficulties and Challenges Among Saudi Arabian Language Learners,” vol. 6, no. 1, pp. 24–36, 2018, doi: 10.5296/jsel.v6i1.12740.
 27. L. M. M. A. Alwash and M. A. R. Abdullah, “Difficulties Faced by Non-Native Translators in Translating Figurative Local Libyan Language to English,” *Int. J. Acad. Res. Progress. Educ. Dev.*, vol. 11, no. 1, 2022, doi: 10.6007/ijarped/v11-i1/11174.
 28. A. Farfar, ““Most Common Errors in Libyan University Students’ Writing”,” no. May, pp. 9–28, 2023.
 29. T. Pangaribuan and S. Manik, “The Effect of Buzz Group Technique and Clustering Technique in Teaching Writing at the First Class of SMA HKBP I Tarutung,” vol. 11, no. 1, 2018, doi: 10.5539/elt.v11n1p164.
 30. G. Sakkir, N. F. Suardi, S. Dollah, and J. Ahmad, “Writing apprehension and writing skills on English department students: A correlational design,” *Int. J. Humanit. Innov.*, vol. 5, no. 4, pp. 141–145, 2022, doi: 10.33750/ijhi.v5i4.164.
 31. A. Al-oudat, “Spelling Errors in English Writing Committed by English-Major Students at Spelling Errors in English Writing Committed by English-Major Students at BAU,” no. January, pp. 2–7, 2017.
 32. C. Dhanapal, S. Nasir Abdallah Agab, and A. Majadra, “Difficulties among Undergraduate Arab Students in English Language: A Case Study of King Khalid University Assistant Professor of English, Science and Arts college for girls,” 2022, doi: 10.32996/ijllt.
 33. Yanti, “Applying Dictogloss Strategy To Improve STUDENTS’ ENGLISH WRITING ACHIEVEMENT,” 2018.
 34. L. Utami, “Using Dictogloss Technique to Improve Students ’ Writing Ability at Second Grade of SMA Muhammadiyah 2 Using Dictogloss Technique to Improve Students ’ Writing Ability at Second Grade of Sma Muhammadiyah 2 Bandar Lampung,” 2018.
 35. M. A. Abarghoui and S. Taki, “Measuring the Effectiveness of Using " Memrise " on High School Students ’ Perceptions of Learning EFL,” vol. 8, no. 12, pp. 1758–1765, 2018.
 36. Younis, “To dictogloss or not to dictogloss : Potential effects on Jordanian EFL learners ’,” *J. Appl. Lang. Stud.*, vol. 10, pp. 45–62, 2016.
 37. I. Abas, N. Hashima, and A. Aziz, “Model of the Writing Process and Strategies of EFL Proficient Student Writers : A Case Study of Indonesian Learners SOCIAL SCIENCES & HUMANITIES Model of the Writing Process and Strategies of EFL Proficient Student Writers : A Case Study of Indonesian Lea,” no. September, 2018.
 38. L. B. Zaki, “the Use of Dictogloss To Improve Students’ Writing in Muhammadiyah Plus Secondary School Batam,” *J. JOEPALLT (Journal English Pedagog. Linguist. Lit. Teaching)*, vol. 10, no. 2, pp. 129–143, 2022, doi: 10.35194/jj.v10i2.2606.
 39. M. S. Hadi, L. Izzah, and Q. Paulia, “Teaching Writing Through Canva Application To Enhance Students’ Writing Performance,” *JOLLT J. Lang. Lang. Teach.*, vol. 9, no. 2, p. 228, 2021, [Online]. Available: <http://ojs.ikipmataram.ac.id/index.php/jollt/index>
 40. T. M. Hai and L. D. Hanh, “Effects of Dictogloss on Non-English Majored Undergraduates’ Listening

- Comprehension,” *VNU J. Foreign Stud.*, vol. 36, no. 3, pp. 70–81, 2020, doi: 10.25073/2525-2445/vnufs.4557.
41. J. Jose, “Dictogloss for English Language Teaching: An Experimental Lesson and Reflections,” *Int. J. Linguist.*, vol. 14, no. 1, p. 73, 2022, doi: 10.5296/ijl.v14i1.19605.
42. L. T. Chun and S. Aubrey, “Using a Modified Dictogloss to Improve English as a Second Language Learners’ Use of Genre-appropriate Conventions and Style,” *RELC J.*, vol. 54, no. 3, pp. 817–827, 2023, doi: 10.1177/00336882211045783.
43. H. Alsamadani, “Dictogloss in Saudi EFL Context: Potential Effects on Students’ Writing Skill and Attitudes towards Learning English,” *Arab World English J.*, vol. 13, no. 1, pp. 27–37, 2022, doi: 10.24093/awej/vol13no1.2.
44. Y. Oktazena, “The Effect of Applying Dictogloss Strategy Assisted Series,” pp. 1–73, 2019.
45. M. Y. Namur, “Improving Writing Ability By Combining Power Notes and Dictogloss Strategy At the Second Grade Students of,” *English Rev. J.*, vol. 1, pp. 41–54, 2020, [Online]. Available: <http://ojs.stkip-ypup.ac.id/index.php/erj/article/view/34%0Ahttp://ojs.stkip-ypup.ac.id/index.php/erj/article/download/34/17>
46. J. Jose, “Dictogloss for Teaching English in an Integrated Framework of Skills (Listening, Speaking, Reading, and Writing) and Language,” *Res. Highlights Lang. Lit. Educ. Vol. 6*, no. June, pp. 69–86, 2023, doi: 10.9734/bpi/rhlle/v6/10082f.
47. V. Sani, Inderawati, “Jele journal of english literacy education, vol. 3, no. 2, nov. 2016,” vol. 3, no. 2, p. 2024, 2016.
48. F. O. F. Tarbiyah, *The Effectiveness of Dictogloss Technique on Students’ Writing of Descriptive Text*. 2016.
49. R. F. Bataineh and R. A. B. Younis, “The Effect of Dictogloss on Jordanian EFL Teachers’ Instructional Practices and Students’ Writing Performance1,” *Int. J. Educ. Train.*, vol. 2, no. 1, pp. 1–11, 2016.
50. M. Basri, “Revitalizing Dictogloss Technique in Teaching Narrative Writing at MTs Al-Ikhlas Bone,” 2017.
51. Lismawati, “Improving Students Achievement in Writing Hortatory At the Eleventh Grade of Mas Al-Washliyah Department of English Education Faculty of Tarbiyah and Teacher Training States Islamic University,” pp. 1–128, 2017.
52. R. Retnowaty and U. Balikpapan, “The Effectiveness of Dictogloss Technique to Improve Students’ Skill in Writing Narrative Text,” no. May, 2017.
53. A. E. Pasa, “The Use of Dictogloss Technique on Students’ Achievement in Writing Spoof Text,” 2018.
54. A. E. Pasa, “The Use of Dictogloss Technique on Students’ Achievement in Writing Spoof Text at Second Grade Of Madrasah Aliyah Muhammadiyah 1 Medan,” 2018.
55. L. H. Al-obaydi and F. R. Al-mosawi, “Dictogloss as a Technique to Raise EFL College Students’ Knowledge of Grammar , Writing and the Comprehension of Meaning,” vol. 9, no. 1, pp. 293–300, 2019, doi: 10.5539/ijel.v9n1p293.
56. M. C. Huda and P. Rahadiano, “Using Dictogloss Technique To Improve Students’ Writing Skill,” *English Community J.*, vol. 3, no. 1, p. 307, 2019, doi: 10.32502/ecj.v3i1.1696.
57. J. Rohaniyah and K. Nisak, “The Use of Dictogloss Technique in Teaching Writing of Procedure Text,” *Int. J. English Educ. Linguist.*, vol. 1, no. 1, pp. 24–30, 2019, doi: 10.33650/ijoeel.v1i1.499.

58. Fauziah, "the Effect of Using Dictogloss Technique Towards Students ' Ability in Writing," 2019.
59. Y. H. S. Shadi, "Using Collaborative Dictogloss Strategy to Enhance Al-Azhar Preparatory Stage EFL Students' Writing Skills," *مجلة كلية التربية بالمنصورة*, vol. 108, no. 6, pp. 65–81, 2019, doi: 10.21608/maed.2019.132097.
60. G. Modarresi, "The Effect of Dictogloss vs. Debating on L2 Writing Proficiency," *Former. J. Teach. Lang. Ski.*, vol. 40, no. 4, pp. 121–160, 2021, doi: 10.22099/JTLS.2021.39939.2954.
61. D. Abdurrahman, "Applying Dictogloss Technique on Students' Narrative Text: A Quasi Experimental Study," *Innov. Educ. J.*, vol. 4, no. 1, pp. 1–12, 2022.
62. M. R. Tsuraya, "The Effect of Dictogloss Technique on the Students' Writing Skills," *Stud. English Lang. Educ.*, vol. 5, no. 2, pp. 279–293, 2022, doi: 10.24815/siele.v5i2.11484.
63. H. Nayyer, I. Anila, A. Faiza, N. Atif, and Imdad Jonathan Caleb, "Multicultural Education Use of Dictogloss Technique to Improve Writing Skill of Undergraduate Students In ELT Classroom," <https://www.researchgate.net/publication/368542765>, no. February, 2023, doi: 10.5281/zenodo.7601138.
64. S. Hardiningsih and E. A. Amalo, "The impact of dictogloss and blogging on EFL students' writing skills in an Indonesian tertiary vocational college," *JOALL (Journal Appl. Linguist. Lit.*, vol. 8, no. 2, pp. 379–397, 2023, doi: 10.33369/joall.v8i2.26857.
65. S. J. Jafar, "The Impact of Dictogloss Strategy on Improving Motivation towards Learning EFL Writing Skills of Nigerian Secondary Stage Students," *مجلة كلية التربية بالمنصورة*, vol. 123, no. 4, pp. 41–62, 2023, doi: 10.21608/maed.2023.328681.
66. F. A.-Z. Mohamed, "Using A Dictogloss Strategy Based Program Supported with Powtoon to Improve First Year Secondary Stage Students' Narrative Writing Skills," *J. Palest. Ahliya Univ. Res. Stud.*, vol. 3, no. 2, pp. 71–86, 2024, doi: 10.59994/pau.2024.2.71.
67. E. R. Apriliyanto, "The Effectiveness of Audio-Based Dictogloss Technique on Teaching Students' Writing Skill of Descriptive Text," *Rabit J. Teknol. dan Sist. Inf. Univrab*, vol. 1, no. 1, p. 2019, 2019, [Online]. Available: http://www.ghbook.ir/index.php?name=فرهنگ و رسانه های و option=com_dbook&task=readonline&book_id=13650&page=73&chckhashk=ED9C9491B4&Itemid=218&lang=fa&tmpl=component%0Ahttp://www.albayan.ae%0Ahttps://scholar.google.co.id/scholar?hl=en&q=APLIKASI+PENGENA
68. Sufie, "The Effectiveness of Dictogloss Technique in Teaching Writing of Narrative Text," *Banten Islam. Univ. Sultan Maulana Hasanuddin Banten.*, vol. 1, no. 2, pp. 1–15, 2019, [Online]. Available: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.88.5042&rep=rep1&type=pdf%0Ahttps://www.ideals.illinois.edu/handle/2142/73673%0Ahttp://www.scopus.com/inward/record.url?eid=2-s2.0-33646678859&partnerID=40&md5=3ee39b50a5df02627b70c1bdac4a60ba%0Ahtt>
69. F. R. Khairuna, "The Effect of Dictogloss Strategy on the Students' Writing Ability in Narrative Text at MTsN 1 Medan," *Satukan Tekad Menuju Indones. Sehat*, 2020.
70. A. H. Robin, "The Influence of Using Dictogloss Technique on the Students Narrative Text Writing Ability Among the Eighth Grade of Smpma'arif 9 Way Jepara," 2020.
71. H. Ardanto, "Students' Perception on the Use of Dictogloss Technique in Writing Narrative Text (A Case of the 8th Graders of Smp N 2 Bandung in Academic Year 2023 / 2024)," 2024.
72. D. M. Putri, "The Use of Dictogloss Technique to Improve Students' Writing Ability," vol. 4, no. 2, pp. 1–45, 2020.
73. L. D. S. Ardiansyah, "Improving Students' Writing Skill Through the Use of Dictogloss Technique 'a

Study At Nahdlatul Ulama University of NTB,”” *JISIP (Jurnal Ilmu Sos. dan Pendidikan)*, vol. 4, no. 3, 2020, doi: 10.58258/jisip.v4i3.1168.