

**THE USE OF DICTATION METHOD IN TEACHING WRITING AT THE  
FIRST GRADE OF MA AL-FATAH LAMPUNG**

**By:**

**Nada Nabila**

**1913042012**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMPUNG UNIVERSITY**

**2023**

**ABSTRACT****THE USE OF DICTATION METHOD IN TEACHING WRITING AT THE  
FIRST GRADE OF MA AL-FATAH LAMPUNG****By****Nada Nabila**

This research aims to determine the significant improvement in students' writing achievement after the students are taught through the dictation method and the aspect of writing that improves the most and the least after implementing of the dictation method.

This research used quantitative research, and it was conducted at the first grade of MA Al-Fatah Lampung, in the academic year 2022/2023. The sample of this research was X IPA 3, which consisted of 32 students. This research used a writing test as the instrument. Pretest and posttest were used to collect the data, then analyzed using Paired Sample T-test.

The result showed a significant improvement of students' writing achievement after implementing the dictation method. It was proven by seeing the improvement of the mean of students' pretest and posttest scores. The score improved from 54.25 to 64.84. In addition, the value of the two-tailed significance was  $0.000 < 0.05$ . It indicates that the  $H_0$  is rejected or  $H_1$  is accepted. Moreover, all the aspects of writing were improved. The aspect that improved the most was content, while the least was mechanics.

***Keywords:*** Dictation method, Teaching, Writing.

**THE USE OF DICTATION METHOD IN TEACHING WRITING AT THE  
FIRST GRADE OF MA AL-FATAH LAMPUNG**

**By**

**Nada Nabila**

**Undergraduate Thesis**

**Submitted in a Partial Fulfillment of  
The Requirements for S-1 Degree**

**In**

**The Language and Arts Department of  
Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**LAMPUNG UNIVERSITY**

**2023**

Research Title : **The Use of Dictation Method in Teaching Writing at the First Grade of MA Al-Fatah Lampung**

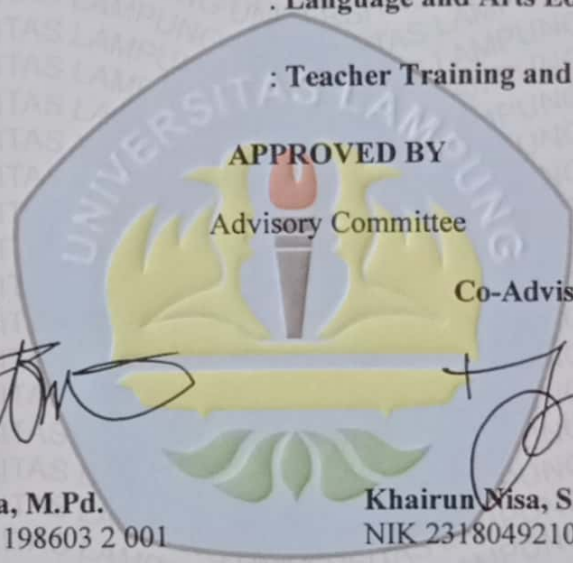
Student's Name : **Nada Nabila**

Student's Number : **1913042012**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



**APPROVED BY**  
Advisory Committee

Advisor

Co-Advisor

**Prof. Dr. Flora, M.Pd.**  
NIP 19600713 198603 2 001

**Khairun Nisa, S.Pd., M.Pd.**  
NIK 231804921003201

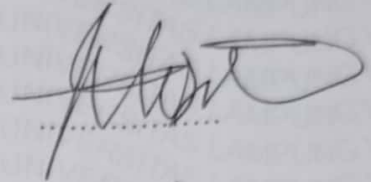
The Chairperson of  
The Department of Language and Arts Education

**Dr. Sumarti, M.Hum.**  
NIP 19700318 199403 2 002

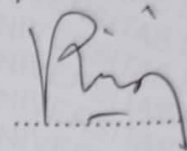
ADMITTED BY

1. Examination Committee

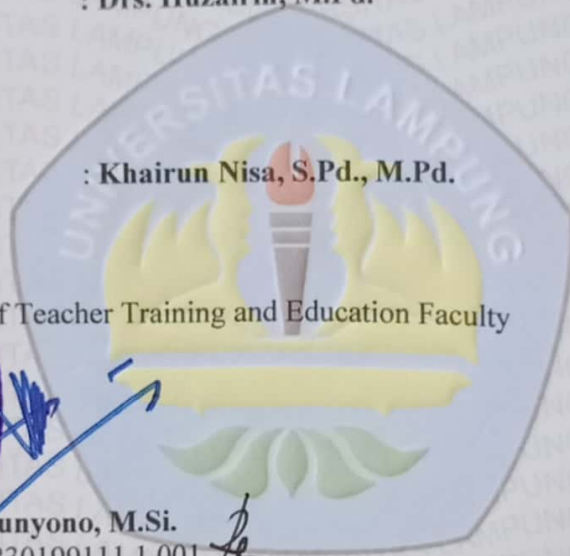
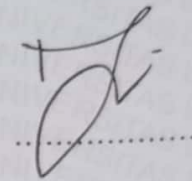
Chairperson : Prof. Dr. Flora, M.Pd.



Examiner : Drs. Huzairin, M.Pd.



Secretary : Khairun Nisa, S.Pd., M.Pd.



Dean of Teacher Training and Education Faculty  
Dr. Sunyono, M.Si.  
NIP 19651230199111 1 001

Graduated on: **March 17th, 2023**

## LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Nada Nabila

NPM : 1913042012

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Pendidikan

Judul Skripsi : The Use of Dictation Method in Teaching Writing  
at the First Grade of MA Al-Fatah Lampung

Dengan ini menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Dari apa yang saya tahu, materi yang ditulis dalam skripsi ini tidak didapatkan dari karya orang lain, tetapi pada beberapa bagian tertentu memuat kutipan yang bersumber dari penulis lainnya yang saya jadikan sebagai acuan untuk menunjang penyelesaian karya ini. Jika pernyataan ini tidak benar adanya, sepenuhnya akan menjadi tanggung jawab saya nantinya.

Bandar Lampung, 17 Maret 2023  
membuat pernyataan,



Nada Nabila  
NPM 1913042012

## **Curriculum Vitae**

Nada Nabila was born in Bandar Lampung on December 30<sup>th</sup> 2000. She has two brothers.

She started her study at kindergarten Al-Azhar 6. Then, she continued her study at MIN 5 Bandar Lampung. After she graduated in 2013, she went to Daarul Huffaz Islamic Boarding School and graduated in 2016. Then, she continued her study at MA Al-Fatah Lampung and graduated in 2019.

In the same year, she successfully passed SNPMTN and was accepted at English Education Study Program of Lampung University.

## **DEDICATION**

*My deepest dedication goes to:*

My beloved parents – H. Farizal, A.Md. and Zuriah, S.E.

My brothers – M. Rifki Wijaya and M. Ardan Akbar

My H. M. Rasyid, S.H. and H. M. Rody Jamil Family

My almamater – Lampung University

My friends in English Department 2019



**MOTTO**

*“Allah does not burden a person beyond his capacity.”*

(Al-Qur’an 2:286)

## ACKNOWLEDGMENT

Thanks to Allah SWT, Almighty God, for keeping the writer healthy and able to complete this script. The script titled “The Use of Dictation Method in the Teaching Writing at the First Grade of MA Al-Fatah Lampung” has been submitted to the Department of Language and Arts Education, Faculty of Teacher Training and Education, Lampung University as part of the S-1 degree requirement. Among the many who have generously offered suggestions to improve this script, the writer would first like to express my heartfelt thanks and respect to the following:

1. Her beloved parents, H. Farizal, A.Md. and Zuriah, S.E., thank you for your love, support, prayer, and everything you gave to her all the time.
2. Prof. Dr. Flora, M.Pd., as her first advisor, for her patience, encouragement, and who has been willing to spend her time to assist her in accomplishing this script.
3. Khairun Nisa, S.Pd., M.Pd., as her second advisor, has contributed and given her endless support, evaluations, comments, and suggestions during the completion of this script.
4. Drs. Huzairin, M.Pd., as her examiner, for his encouragement and contribution during the seminar until this script, is finished.
5. Dr. Feni Munifatullah, M.Hum. as chairperson of English Education Study Program and as her academic counselors for her attention, knowledge, conviction, and knowledge that priceless.
6. Her lecturers and administration staff of English Education Study Program.
7. Special appreciation goes to MA Al-Fatah Lampung, especially Eva Safariana, S.Si., and El-ghari El-Mostafa as my parents there, and the students of class 10 MIA 3 for their cooperation during the research process.
8. Her beloved brothers, Muhammad Rifki Wijaya and Muhammad Ardan Akbar, thank you for your support and prayer.
9. Her beloved grandparents, Nenek Ula, (Alm.) Datuk Rasyid, (Alm.) Yai Rody, (Almh.) Nyai Ayu, and Ombay Ros thank you for your endless love, support, and prayer.
10. Her beloved family, thank you for your love, advice, support, and prayer.

11. Her human diary, Ratu Mutiara Amanah, thank you for “I am all ears” all the time.
12. Her best friends in “SISTERHOOD” squad: Sindy Mindary Fitria, Shafa Khairunnisa, Putri Fadiyah, Nabila Kurniawan, Adinda Nur Maisyitoh, Fadhiya Istiqomah Salwa, and Andika Nurhandayani. Thank you for the togetherness, precious, and adventurous moments. And also, thank you for Krisna Mahendra. Her college life could not be more impressive without these people.
13. Her best friends in “EPIC COMEBACK” Squad: Reva Dewa, A.Md., Nurlaniari Harahap, and Ahyatun Nadhofa. Thank you for always taking care of the writer and encouraging her.
14. Her best friends in “Freaky Gurlz” Squad: Diana Ayu Lestari, Azizah Nurul Aini, Desti Rahma Safitri, Tiara Nabila, and Rahmani Diah Permata Sari. Thank you for the laugh, tears, love, and crazy moments that make the writer the woman that lucky to have the best sisters as you.
15. Her best friends in “INGFO PACAR” Squad: Herdita Sari Maulidia and Adinda Maghfira, are encouraging the writer by sharing precious moments, support, laugh, and love and also always taking care of each other.
16. Her best friends in “Deha Pride” Squad: Umy Aisyah Ramadina, Siska Qurrota A’yun, and Wulan Nur Azizah. Thank you for your laugh, support, prayer, and unforgettable moments.
17. Her best friends in “Keluarga Cemara” Squad: Sahrial Maulana and Kassalman Muhammad. Thank you for being so supportive, praying, and laughing.
18. Her sister in English Department, Antisya Azzahra, thank you for patiently in answering all her confusion and curiosity.
19. Her best friend, Rega Riansyah Bahtiar, thank you for all your endless support and prayer to the writer and for always caring and encouraging her.
20. Her friends in Class B and English Education batch 2019. Thank you for the time that had spent together with the writer. The writer could not ask for better friends.

21. Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying to give more than I receive. I wanna thank me for trying to do more right than wrong. I wanna thank me for just being me all time.

Finally, the writer believes that her writing still needs improvement. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. The writer hopes this research will positively contribute to educational development, readers, and those who want to conduct further research.

Bandar Lampung, March 2023

The Writer

Nada Nabila

## TABLE OF CONTENTS

<b>I. INTRODUCTION</b> .....	1
1.1 Background of the Problem.....	1
1.2 Research Question.....	5
1.3 Research Objective.....	6
1.4 The Use of the Research.....	6
1.5 Scope of the Research .....	7
1.6 Definition of Terms .....	7
<b>II. LITERATURE REVIEW</b> .....	8
2.1 Definition Writing .....	8
2.2 Aspects of Writing.....	10
2.3 Writing Process .....	12
2.4 Definition of Teaching .....	14
2.5 Definition of Dictation .....	15
2.5.1 Types of Dictation .....	16
2.5.2 Material and Procedures of Giving Dictation.....	21
2.6 Advantages and Disadvantages of Using Dictation Method.....	23
2.7 Previous Studies .....	24
2.8 Theoretical Assumption.....	26
2.9 Hypothesis.....	27
<b>III. METHODOLOGY</b> .....	28
3.1 Research Design .....	28
3.2 Population and Sample.....	28
3.3 Data Collecting Technique .....	29
3.4 Research Procedure .....	30
3.5 Applying Dictation Method in Teaching Writing .....	31
3.6 Scoring Rubric.....	33
3.7 Instruments of the Research .....	35
3.7.1 Pretest.....	35

3.7.2 Post-test.....	35
3.8 Variable .....	36
3.9 Validity and Reliability of the Instruments .....	36
3.9.1 Validity .....	36
3.9.2 Reliability.....	38
3.10 Data Analysis.....	40
3.10.1 Data Analysis of the First Research Question .....	40
3.10.2 Data Analysis of the Second Research Question.....	42
3.11 Hypothetical Thesis .....	42
<b>IV. RESULTS AND DISCUSSION .....</b>	<b>43</b>
4.1 The Implementation of Teaching Writing Descriptive Text by Using Dictation Method.....	43
4.2 The Results of the Research .....	45
4.2.1 The Result of the Pretest and the Posttest.....	45
4.2.2 Distribution of the Students' Pretest and Posttest Score.....	46
4.2.3 Normality Test .....	48
4.2.4 Hypothesis Testing .....	50
4.3.5 The Result of the Writing's Aspects.....	51
4.3 Discussion of Findings .....	54
<b>V. CONCLUSION AND SUGGESTION.....</b>	<b>59</b>
5.1 Conclusion.....	59
5.2 Suggestion .....	60
References .....	62
APPENDICES.....	65

## LIST OF APPENDICES

Appendix 1: Pretest .....	65
Appendix 2: Posttest .....	66
Appendix 3: Lesson Plan.....	67
Appendix 4: Lesson Plan.....	73
Appendix 5: Lesson Plan.....	79
Appendix 6: Result Score Pretest between Two Raters .....	85
Appendix 7: Result Score Posttest between Two Raters .....	86
Appendix 8: Inter-rater Reliability of Pretest.....	87
Appendix 9: Inter-rater Reliability of Posttest .....	88
Appendix 10: Normality.....	89
Appendix 11: Repeated Measure T-test .....	90
Appendix 12: Repeated Measure T-test of Writing's Aspects.....	91
Appendix 13: T-table.....	93
Appendix 14: Example of Students' Pretest.....	96
Appendix 15: Example of Students' Posttest .....	99
Appendix 16: Pictures of Teaching-Learning Process .....	102
Appendix 17: Surat Izin Penelitian .....	104
Appendix 18: Surat Tanda Pelaksanaan Penelitian.....	105

**TABLES**

Table 3.1: Reliability of Pretest .....	39
Table 3.2: Reliability of Posttest .....	40
Table 4.1: Gain of Students' Writing Pretest and Posttest Score .....	45
Table 4.2: Distribution of Students' Pretest Score .....	46
Table 4.3: Mean of Students' Pretest Score.....	47
Table 4.4: Distribution of Students' Posttest Score .....	47
Table 4.5: Mean of Students' Posttest Score.....	48
Table 4.6: Normality Test.....	49
Table 4.7: Repeated Measure T-test .....	50
Table 4.8: Gain of Students' Writing Score in Each Aspect.....	51



## **I. INTRODUCTION**

This chapter is concerned with several points covering the background of the questions. It contains reasons for conducting the research about the use of the dictation method in teaching writing, identification of the questions, objectives of the research, uses of the research, scope of the research, and definition of terms. The contents of the chapter are provided briefly below.

### **1.1 Background of the Problem**

Writing is one of the English skills that should be mastered by learners in studying English besides listening, speaking, and reading. It is a complex skill that needs processes because many aspects should be considered. White (1986) defined writing as a process of expressing the ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or some information to share and learn.

In line with the purpose of teaching English in curriculum 2013, teachers have to: (1) develop the ability of communication in oral and written forms. (The competences in English stated in the curriculum include in listening, speaking, reading, and writing); (2) grow awareness of the importance of English as a foreign language. Thus, according to Educational Unit Curriculum (K13), English is one of language skill that should be mastered by senior high school students. In writing skill, the competence

that students should master is understanding various meanings (interpersonal, ideational, textual) in a variety of written texts interactional and monologue especially in the forms of descriptive, narrative, spoof or recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review. They should be able to produce short spoken and written text. It means that writing has important role in English teaching and learning in this curriculum.

Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements (Heaton, 1975). It means that writing is very important, but it is also a very difficult skill especially for the students.

In reality, there are many students who have problems in learning English, especially in learning writing. One of the problems is that students have lack vocabulary or students have low mastery of vocabulary. Because of this problem, the students have problems in composing paragraphs. They have difficulties in organizing the ideas and they have difficulties in making sentences related to the topic.

English is fundamentally different from Indonesian in terms of structure, pronunciation and vocabulary. Also, students tend to forget the meaning of words they have been taught or practiced before. Unfortunately, in many fields of work, most students cannot express their thoughts and opinions well because they are not used to speak. Commonly, it is caused by the limited vocabulary. Vocabulary is the basic knowledge of English that learners need to learn first. It will help learners learn English well.

Besides, we often face problem where the students know what the word means, but they cannot guess how the word is spelled or what the correct spelling of the word is. Words are most effectively taught in spelling lessons, ordered by frequency of use in the language. The importance of spelling rules must be conveyed through examples, when they are fulfilled in writing the word to be studied. Words dictated in a normal conversational voice force students to think about what they are doing and apply the rules they have learned.

The writer got information about the learning process of writing in the class at MA Al-Fatah Lampung by doing an interview with some students. They said that they felt lazy and less motivated to learn writing. Another problem was related to the method. The researcher found that the teacher did not provide interesting method for the students in teaching writing. The students felt bored with the method that was used by the teacher. In addition, it did not help the students in learning English especially in writing.

Dealing with some problems which are faced by the students, the method of teaching needed by the teacher in teaching learning process in order to make the students interested in the material given. By using an appropriate method, the teacher is able to perform well so that the result of teaching learning is satisfactory. One of the offered methods is dictation. Dictation is expected to be useful to facilitate the students in developing their writing achievement.

Dictation is an activity to write down something that someone says or reads out as it is being said. Dictation as a method of teaching writing has recently been widely used

to improve students' mastery of writing. Dictation can train the students to be able to distinguish errors in grammar, spelling and punctuation that happen in their writing. In other words, dictation is a good exercise to help the students which are different from their mother tongue to reproduce the spoken in the written form accurately (Alkire, 2002).

According to Tim Bowen (2015) dictation has some roles in teaching learning process, such as presenting a new structure, showing the paragraph text, revising some of vocabulary area, giving reading and listening exercise, and providing grammar practices.

In teaching writing, there are some materials; one of them is descriptive text. According to Kane (2000), "description is about sensory experience how something looks, sounds, tastes". It means that description helps someone to know specific information about something that is described. It helps someone to imagine something that describe; about sound, form even taste. Moreover, descriptive text is available in the syllabus at the tenth grade of MA Al-Fatah Lampung.

Starting from the problems, the researcher tries to do a research to see an improvement of students' writing achievement of descriptive texts by using dictation method. In the previous study by Yanti Rosalinah et al (2018) have analyzed using dictation methods in teaching writing. This research consists of plans, how to develop and improve writing achievement through dictation methods. Another research was done by Ninik Sri Wahyuni (2014) about the effect of using dictation techniques on students' writing ability. And both the researches above show that there is a

significant effect of dictation methods in teaching writing ability. Ade Mentari (2018) the result indicated that there is an improvement on the students' ability in writing descriptive text by using running dictation technique. Milenia (2022) showed of the use of dictation method in teaching writing. Further, the study showed the advantages and disadvantages of using dictation method. Aldila (2015) the result showed that the descriptive writing achievement of the tenth year students of SMAN I Bawang-Banjarnegara in the academic year of 2014/2015 improves after they have been taught by using running dictation technique. Moreover, the running dictation technique motivates the students to have wider ideas to write their descriptive text.

Within this context, this research seeks to investigate the students' writing achievement in writing descriptive text through dictation method. The writer uses dictation method in writing descriptive text to see whether there is significant improvement in students' writing ability. Moreover, by using dictation method, the researcher wants to know which the aspects of writing that improve the most and the least.

## **1.2 Research Question**

Dealing with the issues presented in the background, this study is intended to answer following research questions:

1. Is there any significant improvement of students' writing achievement after the students are being taught through dictation method?
2. Which aspects of writing that improve the most and the least after the implementation of dictation method?

### **1.3 Research Objective**

Regarding the problems above, this research intends to find out the follow purposes:

1. To find out whether there is a significant improvement of students' writing achievement after the students are being taught through dictation method.
2. To find out which aspects that improves the most and the least after the implementation of dictation method.

### **1.4 The Use of the Research**

The researcher hopes that this research will give the benefits in the study of English.

There are two kinds of the uses in this research.

#### **1. Theoretically**

This research tells about The Use of Dictation Method in Teaching Writing.

The researcher expects to give a contribution for the school development. This research is hoped can be a reference for the next researcher conducting such kind of research in the future.

#### **2. Practically**

The teachers will know what they can use and have to do in teaching writing to their students. Moreover, for students, they will get used to it. Furthermore, they will memorize the word because they have already listened and written it.

### **1.5 Scope of the Research**

This research is focusing on using dictation method in teaching writing through quantitative method. The subjects of the study are 32 students from the first year students of MA Al-Fatah Lampung.

### **1.6 Definition of Terms**

In this research, there are some terms that mostly appear in the explanation of each chapter. Those terms are:

1. Teaching

Teaching is a process where the teacher transfers their knowledge to the students in the classroom.

2. Writing

Writing is the nature of the composing process of writing.

3. Dictation method

Dictation method is where students get some spoken input, then they have to memorize a short time, after that they write what they've heard.

## **II. LITERATURE REVIEW**

This chapter will refer to some points about the theories of teaching, writing, and dictation method. And also this chapter will discuss some previous studies related to the use dictation method in teaching writing in order to have a clear explanation.

### **2.1 Definition Writing**

Writing is one of the skills beside listening, reading and speaking in learning a language that must be mastered by the students in learning a language. Nunan (2003) describes writing as the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader. In line with the previous definition, Ghaith (2002) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. In other words, the writers have to deliver their ideas clearly to avoid the readers' confusion in grasping the meaning.

Gibbons (2009) explains that writing involves writing something, producing a written product of some kind, and that product cannot be divorced from its purpose and from the context in which it will be read. This definition gives explicit meaning that writing may not be separated from the context and the purpose of writing itself. Harmer (2007) stated that writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking.



Writing is the complex process. That is because before the writer transforms the information to the readers, they should arrange their idea into words and arrange it into good sequences, so the reader will understand easily. In addition, Barrton (2005) states that writing is a complicated components and often mysterious process although the writers may think of it as little more than arranging letters and words on a page, a few moments reflection reveal that it is much more than that. This means that writing is not only to write something about what the writers wants to tell but also writing is about how the writers can deliver information through right words in order to express their idea about something without missing or reducing the sense. Besides that, the writers must follow some aspects of writing in order to make the readers understand the writing. The aspects of writing will guide the writers make an understandable a writing because it is constructed through well organization, content, grammar, mechanics and appropriate words.

According to several experts' definitions above, it can be summarized that writing is a complex process to deliver thoughts and ideas that involves thinking, organizing, and expressing them using words in the written form which cannot be separated from certain context to be clear for the reader so that they are able to understand the message or the information well by using the elements of writing such as content, grammar, vocabulary, organization and mechanic.

## 2.2 Aspects of Writing

Basically, writing has some essential substance. They are content, organization, vocabulary, mechanic and grammar. Furthermore, Jacobs et al (1981) point out that there are five aspects to writing. The explanation of each aspect as follow:

### a. Content

Content refers to the substance of the writing, the experience of the main idea unit, the coherent group of statements that the author presents as a unit to develop the theme. Content paragraphs are used to convey ideas rather than fulfill specific functions of transition, repetition, and emphasis.

### b. Organizations

The experience of the major concept unit, the coherent set of statements that the author offers as a unit to develop the topic is referred to as content. Instead of serving certain roles like transition, repetition, and emphasis, the content paragraphs are utilized to express ideas.

### c. Vocabulary

The choosing of words that are appropriate for the subject is referred to as vocabulary. It starts with the premise that the writer wishes to explain his thoughts as plainly and directly as possible. As a general rule, his primary goal should be clarity. Rather than skewing or blurring his meaning, he chooses words that communicate it exactly.

d. Language Use

Language use refers to the usage of the ideal grammatical and syntactic sample on isolating, combining, and grouping ideas in phrases, terms, clauses, and sentences to bring out logical relationships in paragraph writing.

e. Mechanic

Mechanic refers to the usage of the language's graphic conventions, i.e., the steps of organizing letters, words, sentences, and paragraphs employing structural knowledge and other related concepts.

Harris (1979) also states that there are five aspects of writing. They are:

- a. Content refers to the substance of writing, the idea expressed (unity).
- b. Grammar refers to the employment of grammatical form and syntactic patterns.
- c. Form refers to the organization of the content (coherence).
- d. Style refers to the choice of structure and lexical items to give a particular tone flavor to the writing.
- e. Mechanics refers to the conventional devices used to clarify the meaning.

In this research, the writer applied the aspects of writing by Jacobs et al (1981) in evaluating the students writing score because it provides a well-defined standard. First of all, content related to the substance of the writing, the content involves the essence of writing, the experience of the main idea. It is identified by looking at the subject set. The topic sentence should express the central idea and reflect the whole paragraph. Second, organization refers to the logical organization of content.

It contains logically arranged sentences. Logical arrangement refers to the order of sentences and thoughts. Third, vocabulary refers to choosing words that match the content. It can be identified by word choice or the use of words to convey an idea to the reader. Fourth, vocabulary refers to choosing words that match the content. It can be identified by word choice or the use of words to convey ideas to the reader.

The last vocabulary refers to choosing words that match the content. It can be identified by word choice or the use of words to convey ideas to the reader. In short, writing involves five important elements, namely content, organization, vocabulary, usage and mechanism. These five important elements are interrelated and can make a paraphrased text a good one.

### **2.3 Writing Process**

The writing process is about how the writer applies the stages of the writing. According to the nature of writing, there are four stages in the writing process. Those are planning, drafting, editing, and final draft. Harmer (2004) explains the stages of the writing process. The stages are:

#### **a. Planning**

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

b. Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

c. Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, but it also encourages students to find and correct their mistakes in writing.

d. Final Version

In this last stage, the students rewrite their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

According to Blanchard and Root (2003), there are three steps of writing process. The steps are:

1. Pre-writing

Pre-writing is the thinking, talking, reading, and writing you do on your topic before writing your first draft. Pre-writing is a way to warm up your brain

before writing, just as you warm up your body before exercising. In the pre-writing step, we collect ideas to write. Take notes to gather ideas.

## 2. Writing

After completing the pre-writing step, we can move on to the next step, writing. When we write the first draft of a paragraph, we need to use the ideas we got while writing it.

## 3. Revising

Once the writer have created a draft, they usually read what they have written to see where it works and where it does not. The order of the information may not be clear. Perhaps something is written in an ambiguous or confusing way.

You can then move the paragraph or write a new introduction. You can use different word forms for specific sentences.

### **2.4 Definition of Teaching**

Teaching writing in the context of English as a foreign language has been considered a challenging skill for Indonesian language teachers due to the complexity of the writing process. John Brubacher (1939) stated that “Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so”. B.O. Smith (1961) defined teaching as “Teaching is a system of actions intended to induce learning”.

Edmund Amidon (1967) defined teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”.

Brown (2000) says teaching is showing or helping someone learn how to do something, impart knowledge, bring knowledge or understanding. According to Zamel (1982) writing taught as a process of discovery implies that revision becomes the main focus of the course and that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process.

Based on the definitions above, the researcher can elaborate that teaching is an interactive activity in a classroom where the teacher gives new knowledge to students. Teaching is a process of moving the knowledge from teacher to students.

## **2.5 Definition of Dictation**

Dictation is the activity of writing down what someone has said or read. Dictation as a method of learning to write has been widely used recently to improve students' writing fluency. According to Tim Bowen (2015) dictation has some roles in teaching learning process, such as presenting a new structure, showing the paragraph text, revising some of vocabulary area, giving reading and listening exercise, and providing grammar practices.

Oller (1979) states that dictation is a task which requires the processing of temporally constrained sequences of material in the language, dividing up the stream of speech

and then referring down what is heard requires understanding the meaning of the material.

From the definition above, it can be concluded that dictation is a kind of test that not only challenges students' short term memory and understanding in spelling vocabulary but also to understand the meaning of what is said.

Fatma (2017) stated that dictation is useful for teaching English when it is well integrated with the learning activities. According to Nation and Newton (2009) dictation is where students get some spoken input, then they have to memorize a short time, after that they write what they have heard.

It can be inferred that dictation is an activity where the students must focus and concentrate fully to listen to spoken input, then they have to write down what they hear based on their perceptions and train students in framing the language.

### **2.5.1 Types of Dictation**

Dictation is an easy-to-prepare activity that can become part of a regular lesson. The following types can add variety to this routine and refocus the learning goals of the dictation activity. According to Oller (1979) there are five types of dictation procedures that have been used in a variety of ways as testing techniques. Those five ways are elaborated as follows:

#### **a. Standard Dictation**

Probably the most famous is standard dictation. Students must write the language sequence of the material spoken by the teacher or teacher's



recording. Material should be presented at normal conversational speed and given in sequences long enough to challenge students in short form conceptual memory.

b. Partial Dictation

Partial dictation is also known as point dictation. This type has a close relationship with standard dictation, but students can get a written version or spoken. Some parts of the written version are deleted. Students must listen to spoken material and fill in missing material parts in the written version. It is easier to do because it is more sensory and provides information about messages; some written versions and full spoken versions.

c. Dictation with Competing Noise

This type of dictation is rather difficult because the material is presented with adding noise. This kind of dictation drills the students to be used to everyday communication context where language is used in less than ideal acoustic condition; for example, we are trying to have a conversation in someone's living room when the television and air conditioner are producing a high level of competing noise or trying to hear a message over a public address system in a busy air station, etc.

d. Dicto-Comp

This dictation is actually a combination of dictation and prose. Here, the teacher has read the entire article three times, and the students will have the opportunity to write their homework only after the teacher has read it three

times. They should memorize the whole story and write the story as a reflection of what they heard.

e. Elicited Imitation

In this case, the students listen to the material, but instead of writing down the material, the students are asked to repeat it or otherwise recount what was said.

Nation and Newton (2009) differentiate variations of dictation as follows.

a. Running Dictation

A short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and the other is the runner who goes to the dictation text, memorizes a short sentence, returns to the writer and retells it. If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another student and tells them what they have read. The second student then runs to a third student and does the same. The third student in turn tells the scribe what they have heard.

b. One Chance Dictation

When learners make very few mistakes in dictation, instead of reading the text several times the teacher can read it only once in short phrases. If the learners know that it will be read only once, it provides a challenge for them to pay attention. If they know that the teacher will read the text several times they might not listen carefully to the first reading.

c. Dictation of Long Phrases

During the writing part of the dictation, instead of reading short phrases once, the teacher can read long phrases or sentences several times. Each group can be about ten or more words long.

d. Guided Dictation

Nouns, verbs, adjectives and adverbs are written on the blackboard in the same order as they are in the text. Thus, when the learners listen to the text they can give their attention to the other difficult words. If the words are written in sentence groups as they are in the text, whole sentences instead of phrases can be read at once during the dictation. The words on the blackboard help the learners remember the complete sentences.

e. Dictation for a Mixed Class

If the class has some learners who are good at dictation and others who are not very good, the teacher can read the text in a special way. She reads the dictation through once without stopping. Then when she reads a phrase for the learners to write, she reads the phrase quite quickly so that the good learners can write it and then she waits a few seconds and reads the phrase again more slowly for the other learners. During the second reading the good learners just check their work. The teacher goes through the dictation, reading each phrase twice in this way.

f. Peer Dictation

The learners have a copy of the dictation text in front of them.

They work in small groups, with one person in the group reading the dictation for the others to write. It may be turned into a competition in the following way. The learners work in pairs. One learner reads a dictation while the other learner writes. They have only a limited time to do the dictation, because as soon as one pair of learners has finished the dictation, they say “Stop!” and the rest of the class must stop work. The learner who is writing can ask the other to repeat words and phrases, and to spell them aloud.

g. Completion Dictation

The learners are given several printed copies of the text. One copy has a few words missing, the next copy has more words missing, and so on. The learners listen to the text being read by the teacher phrase by phrase and fill in the words missing on their first copy. Then the teacher reads the text again and the learners fill in the missing words on the next copy which has more words missing than the first copy. This continues until the learners are writing the whole dictation. Before the learners fill the words in the second and later copies, they fold their piece of paper so that they cannot see the words that they have already filled in.

h. Perfect Dictation

After the dictations have been marked, it is usually good for the learners to hear the dictation again while they look at their marked work so they can pay attention to the parts where they made mistakes. The dictation is then marked again, either by the learners or by the teacher. It is given again on another day, so that by the time the dictation has been given for the third time, the learners

almost know the dictation by heart and are able to write it perfectly. Thus the first marking is only the first step in the teaching and learners will finally produce a perfect copy.

i. Sentence Dictation

The teacher says sentences and the learners write them. In this way the learners see their mistakes immediately and can improve during the exercise. The correction can be done by the teacher or a learner writing the sentence on the blackboard and with the learners checking their own work.

j. Unexploded Dictation

The teacher records a text onto a tape-recorder at normal speaking speed and without the pauses that would normally occur in a dictation. Each working with a tape-recorder, the learners have to make their own transcription of the text, using the rewind and pause buttons on the tape recorder to keep listening to the text until they can make an accurate transcription.

### **2.5.2 Material and Procedures of Giving Dictation**

There are some preparations for the teacher before giving dictation to the students. Oller (1979) stated that, as an integrative test, dictation has to meet the naturalness requirements:

- a. The sequence of words or sentences to be dictated is chosen from normal prose or dialogue or some other natural form of discourse (alternatively, the sequence may be carefully constructed to reflect normal discourse, as in a well-written feature).

- b. The material is presented orally in a sequence long enough to challenge the learner's short-term memory.

Based on those naturalness requirements, it is important for the teachers to make some preparation when they are going to give a dictation test to their students. There are some requirements that must be followed, those are:

- a. Teachers must select appropriate dictation materials.
- b. The spoken words should be taught to students in advance.
- c. Oral words should be selected from simple words or from simple words.
- d. The teacher must select the appropriate procedure for conducting the dictation test. There are two ways to take the dictation test; first, the teacher reads the words directly, and second, the spoken words are pre-recorded.

It can be seen from the above requirements that the dictation materials are any single word, compound word, phrase and sentence to be dictated. Teachers can select material from books provided and used as reference. Teachers can use the tape recorder as an aid in presenting the material.

Besides preparing the materials, teachers have to select suitable procedures which are appropriate in giving dictation. The procedures of the presentation can be arranged in two ways; the teacher himself reads the material in front of the class or uses a tape recorder as an aid in presenting the material. The teacher is required to read the passage three times in all: first, at normal speed; then, with pauses between phrases or

natural word groups so that the students may write down what they have just heard, and finally, at normal speed once more so they can check their work.

## **2.6 Advantages and Disadvantages of Using Dictation Method**

Dictation is a process of decoding and recoding. The act or process of dictating material to another person for transcription is known as dictation. According to Nawal (2018) dictation has some advantages as follows.

- a. Dictation can help develop all four language skills in an integrative way.
- b. As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.
- c. Dictation helps develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
- d. Practice in careful listening to dictation will be useful later on in note taking exercises.
- e. Dictation can serve as an excellent review exercise.
- f. Correcting dictation can lead to oral communication.
- g. If the students do well, dictation is motivating.
- h. Dictation involves the whole class, no matter how large it is.
- i. During and after the dictation, all the students are active.
- j. Correction can be done by the students.
- k. Dictation can be prepared for mixed-ability classes.
- l. Dictation can be prepared for any level.

- m. The students, as well as the teacher, can get instant feedback (if the exercise is corrected immediately).
- n. Research has shown the learning to write down what you hear can encourage the development of literacy.
- o. Dictation can be a good indicator of overall language ability.
- p. Dictation gives practice in correct forms of speech.

However, besides having some advantages, Nawal (2018) stated that a dictation method also has some disadvantages as follows. One of the most overlooked disadvantages of dictation is that it can be cumbersome and time-consuming. Dictation is accurate and prescriptive. Also, you can often organize your thoughts better when writing or typing. Verbal communication is linear, where writing allows you to skip around. Another drawback to dictation is that most people think visually, rather than completely verbally.

It can be concluded that dictation is one of the oldest activities. However, its advantages are invaluable. Teachers benefit a lot by showing that language areas should be addressed and learners actively develop their language skills.

## **2.7 Previous Studies**

There are several studies related to using dictation method in teaching writing. The following paragraphs will discuss some studies which focus on using dictation method in teaching writing.



Yanti Rosalinah et al (2018) stated that teaching writing English using dictation method is a way of developing students' writing achievement. It also can make students at SMPN 1 Pusakanagara interested during the learning process and students become active and interested in learning English, especially writing. By using dictation method, students can develop their writing achievement.

In addition, Ninik Sri Wahyuni (2013) found that there is a significant effect of using dictation method on the students' writing achievement at SMP Karya Bhakti Kasiyan. Further, Ade Mentari (2018) found that there was improvement on students' writing in descriptive text. From the result, it indicated that the use of dictation method to improve students' writing in descriptive text was effective and suitable to be applied to improving students' ability. In addition, the students were more active, comfortable, and enjoyed the teaching learning process.

Milenia (2022) showed of the use of dictation method in teaching writing. Further, the study showed the advantages and disadvantages of using dictation method. Aldila (2015) the result showed that the descriptive writing achievement of the tenth year students of SMAN I Bawang-Banjarnegara in the academic year of 2014/2015 improves after they have been taught by using running dictation technique. Moreover, the running dictation technique motivates the students to have wider ideas to write their descriptive text.

From the results of some previous studies above, it can be concluded that dictation method can improve students' writing achievement. In this research, the researcher uses dictation as a method to help the students in learning writing. Dictation method

can attract the students to focus on what they see and it can stimulate their minds and it is easily understood by the students in the teaching learning process.

## **2.8 Theoretical Assumption**

There are several methods for teaching English as foreign language. Teachers in Indonesia use many methods to teach writing, especially English, in language classes. Due to the complex nature of writing, teachers can find it difficult to teach students to write in a language with which their students are not familiar.

Some students don't like writing because the lack of vocabulary that they have and the spelling of the words that they don't know. Because of those problems, they find it difficult to organize their idea in writing. They have problem to connect the sentences in order to be related and be a good writing.

To solve all those problems that the students face, the researcher thinks that dictation method can be an effective method in teaching writing. With this method, the students not only can enrich their vocabulary, but also it makes them know how to spell the words correctly. Moreover, by listening to the dictation passage, it also can make them know how to pronounce the words.

Based on the some benefits of dictation method above, the researcher believes that there is an improvement in students' descriptive text writing. By using dictation method, the students will gain many vocabularies and know how to spell them. It will help them to produce a text; write their idea into sentences to make the text be coherent and be unity, so the content of the text will be improved.

## **2.9 Hypothesis**

Based on the problem, theories, and theoretical assumption, which are discussed above, the hypothesis is formulated below.

H1 : There is a significant improvement of students' writing achievement and the aspect of writing that improves the most is content and the least is mechanics after the students are being taught through dictation method.

### **III. METHODOLOGY**

#### **3.1 Research Design**

In conducting this research, the researcher conducted a quantitative research using one group pretest-posttest design. This design was used for answering the research question, is there any significant improvement of students' writing achievement after the students are being taught through dictation method. The students were given a pretest before the treatment and a post-test after the treatment in this research. The research design as follow:

#### **T1 X T2**

T1 refers to the pretest that is given before the researcher teaches through a dictation method in order to measure the students' achievement before they are given the treatment.

X refers to the treatments given by the researcher through a dictation method to improve students' writing.

T2 refers to the posttest that is given after implementing the dictation method and to measure how far the students' improvement after they get the treatment.

#### **3.2 Population and Sample**

Population is a group of individuals who have the same characteristics. As a result, population is defined as a collection of elements or examples, whether humans,

things, or events, that meet certain characteristics and to which we intend to generalize the research findings. MA Al-Fatah Lampung, it was selected as the research setting. The population in this research was the students at tenth grade of MA Al-Fatah Lampung.

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The researcher used non-probability sampling type purposive sampling technique. The samples of this research were 32 students from X IPA 3.

### **3.3 Data Collecting Technique**

In collecting the data, the researcher used a test as an instrument as. There were two tests that were used:

#### **a. Pretest**

The pretest was given before the treatment in order to know their writing ability before the treatment. The researcher gave a pretest to the class.

#### **b. Post-test**

The post-test was given after the researcher conducted the treatment of dictation method in the class.

The duration of the pretest and post-test was 90 minutes of each. Moreover, the system and degree of difficulty of post-test were the same as pretest in order to know the development of the students' writing achievement.

### 3.4 Research Procedure

The researcher used procedure of conducting the research as follow:

a. Determining the population

The population was the students at the tenth grade of MA Al-Fatah Lampung.

For the research, the researcher took 32 sample students from class X IPA 3.

b. Selecting and arranging the materials to be taught as a pretest

The researcher chose the material based on the syllabus. The topic was about historical or famous places around the students' neighborhood/area.

c. Preparing and conducting the test

The researcher prepared the pre-test that was given before the treatment and after that gave it to the class.

d. Conducting the treatment

The treatments were conducted in three meetings. The researcher explained the characteristics of descriptive text such as social function, structure, and language features. Then the students were asked by the teacher to make a descriptive text in which the topic is about historical or famous places around the students' neighborhood/area.

e. Administering the posttest

The posttest was done after the treatments. This posttest was similar to the pretest. The researcher was going to ask the students to write a descriptive text in which the topic was about An-Nubuwwah Mosque.

f. Analyzing the data

In this step, the researcher analyzed the data that were obtained from students' pretest and post-test by using SPSS.

g. Interpreting the report findings

The last step, the researcher made a report of the students' score. And finally, the researcher made a conclusion.

Analyzing the data, the researcher assessed the students' final work, in the pretest and posttest. After that, the researcher analyzed it by seeing the comparison of two scores.

### **3.5 Applying Dictation Method in Teaching Writing**

Every teacher has to use an appropriate technique in order to make the students be more active in the classroom. There are some techniques that are usually used in the classroom especially in teaching writing. One of them is dictation method. In this research, the researcher used perfect dictation. The researcher used descriptive text in conducting the research. The researcher dictated one text of descriptive text. After applying dictation in the classroom, the researcher asked the students to do peer correction with their chair-mate. The researcher asked the corrector to circle the wrong words and write the correct one. It was because the dictation will be given again on other days with the same text. On the third time, students almost remember dictation and they can write perfectly. Therefore, in the first dictation were just warming up, and the last dictation students can make a perfect copy.

In practicing to write by using dictation method, the researcher followed the following procedure proposed by Blanchard and Root (2003):

1. Pre-writing

Pre-writing activity warmed up the brain to gather the ideas to write about. The teacher introduced to the students the topic of learning which was about descriptive text. After being taught by using dictation method, the students memorized many vocabularies that had been written before. It meant that dictation method helped them in generating ideas when they started to write. Therefore the students did not be stuck because of the lack of vocabulary that they had.

2. Writing

After that, the teacher asked the students to create the first draft. The teacher asked them to start writing their descriptive text individually based on the theme that was given. The result of brainstorming in the prewriting process was as a guide for the students to write paragraphs. The students should be concerned about developing ideas.

3. Revising

In this step, the students focused on the clarity of their message such as organizing ideas and selecting more precise vocabulary. In editing, the students proofread for and correct errors in spelling, punctuation, capitalization, and usage.



The researcher used the three steps according to Blanchard and Root (2003) above because dictation method helped the students in writing process which in pre-writing steps, after the students were being taught by using dictation method, they had memorized many vocabularies that could be a guide for them to generate their ideas.

### 3.6 Scoring Rubric

For giving students' scores, the following criteria were used (adapted from the criteria of the scoring system based on the rating sheet from Jacob et al (1981). There are five aspects: content, organization, vocabulary, grammar, and mechanics.

Aspects	Criteria	Scores
Content	<b>Excellent to very good:</b> Knowledgeable, substantive, through development of thesis, relevant theory.	30-27
	<b>Good to average:</b> Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	<b>Fair to poor:</b> Limited knowledge of subject, little substance, inadequate development of topic.	21-17
	<b>Very Poor:</b> Does not show knowledge of subject, no substantive, not pertinent, not enough to evaluate.	16-10
Organization	<b>Excellent to very good.</b> Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	20-18
	<b>Good to average.</b> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-15
	<b>Fair to poor.</b> Non-fluent, ideas confused or disconnected, lack logical sequence and development.	14-10
	<b>Very poor.</b> Does not communicate, no organization, not enough to evaluate	9-7
Vocabulary	<b>Excellent to very good.</b> Sophisticated range, effective	20-18

	<p>words/idioms and usage, word form mastery, appropriate register.</p> <p><b>Good to average.</b> Adequate range, occasional errors of idiom choice, usage but meaning not obscured.</p> <p><b>Fair to poor.</b> Limited range, frequent errors of idiom/words, meaning confused or obscure.</p> <p><b>Very poor.</b> Essentially translation, little knowledge of English vocabulary, not enough to evaluate</p>	<p>17-15</p> <p>14-10</p> <p>9-7</p>
Grammar	<p><b>Excellent to very good.</b> Effective complete constructions, few errors of agreement, tense, number, word order, function, pronouns, and preposition.</p> <p><b>Good to average.</b> Effective but simple construction, minor problems in complex construction, several errors of agreement, prepositions but seldom obscured.</p> <p><b>Fair to poor.</b> Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.</p> <p><b>Very poor,</b> virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.</p>	<p>25-22</p> <p>21-18</p> <p>17-11</p> <p>10-5</p>
Mechanic	<p><b>Excellent.</b> Few errors of punctuation, spelling, and capitalization/ used correctly</p> <p><b>Good.</b> Occasional errors of punctuation, spelling, and capitalization.</p> <p><b>Fair.</b> Numerous errors of punctuation, spelling, and capitalization</p> <p><b>Very Poor.</b> No mastery of convention, dominated by errors of punctuation, spelling, and capitalization</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p>

In order to get a reliable score, the researcher used inter-raters. There were two raters who scored the students' writing achievement. And the researcher used scoring system based on Jacob et al (1981).

### **3.7 Instrument of the Research**

An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study.

The research instrument that was used in this research was a writing test. Test is usually performed by using that element of the survey and determining how it works. The test was conducted twice. Regarding with the validity, the researcher used content validity which meant that the researcher made the test based on the curriculum where the research was conducted. In this research, the researcher used pretest and pots-test.

#### **3.7.1 Pretest**

Pre-test could be used at the beginning of a course to establish a subject knowledge baseline and then related to an end of the course exam to look at knowledge added. Pretest could also be used as a way to judge the depth of understanding of prerequisite material. A third purpose, the one explored here, is to test the students just prior to the material being covered in the course.

#### **3.7.2 Post-test**

The post-test was given after the researcher conducted the treatment of dictation method in the class. The researcher gave a post-test to the class. The system and degree of difficulty of post-test were the same as pretest in order to know the development of the students' writing achievement.

### **3.8 Variable**

In order to assess the influence of the treatments in this research, variables were defined as dependent and independent variables. Independent variable is a major variable that a researcher hopes to investigate; the dependent variable is the variable that the researcher observes and measures to determine the improvement of the independent variable (Hatch and Farhady, 1982). These are the variables:

X: Dictation method as the independent variable.

Y: Writing ability as the dependent variable.

### **3.9 Validity and Reliability of the Instruments**

Validity shows how good a test is for a particular situation; reliability shows how trustworthy a score on that test will be. It cannot be drawn valid conclusions from a test score unless it can make sure that the test is reliable. Even when a test is reliable, it may not be valid.

#### **3.9.1 Validity**

Ghuri and Gronhaug (2005) stated that validity explains how well the collected data covers the actual area of investigation. Validity basically means measure what is intended to be measured (Field, 2005). To measure the test, in this research used face validity, content validity, and construct validity.

##### **a. Face validity**

Face validity is a subjective judgment of the operationalization of a construct.

Face validity refers to the degree to which a measure is associated with a particular construct in the eyes of non-professionals, such as candidates and representatives of the legal system.

That is, if the content of a test appears to be only relevant to the person taking the test, it has face validity. It assesses the appearance of the questionnaire in terms of feasibility, readability, consistency of style and format, and clarity of language used. In other words, face validity refers to the researcher's subjective assessment of the presentation and relevance of a tool, whether the items in the tool appear relevant, appropriate, unambiguous, and clear (Oluwatayo, 2012).

b. Content validity

Content validity involves evaluating a new investigative tool to ensure that it contains all essential elements and eliminates unwanted elements for a given tectonic region (Lewis et al., 1995, Boudreau et al., 2001). The test will have a content validity if it includes a proper sample of the structure of the content that is relevant with the purpose of the test. It means that the material should be based on basic competence in the syllabus of the tenth grade of senior high school. This material already appropriated because the researcher arranges the material based on the objective of teaching in syllabus for the tenth grade of senior high school.

c. Construct validity

Construct validity is the degree to which you translate or translate a concept, idea, or behavior as a construct into work and work reality (operationalization).

### 3.9.2 Reliability

Reliability involves the degree to which a phenomenological measure provides stable and consistent results (Carmines and Zeller, 1979). Reliability is also about repeatability. For example, a weighing scale or test is reliable when repeated measurements under constant conditions yield the same result (Moser and Kalton, 1989). Reliability testing is important because it relates to the consistency between parts of the meter (Huck, 2007).

A test considered reliable if the tests have a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there was inter-rater reliability. Inter-rater reliability was used when the score of the test is independently estimated by two or more judges or raters. In this case, the first rater was the English teachers at MA Al-Fatah Lampung and the second rater was the researcher. Therefore, it was important to make sure that both raters used the same criteria for scoring the students' writing test. To measure reliability of the scoring, this study used *Rank Spearman Correlation* with the formula:

$$r = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

$p$  : Coefficient of rank order

$d$  : Difference of rank correlation

$N$  : Number of students

1-6 : Constant number

(Hatch & Farhady, 1982)

After calculating the result of the students' descriptive writing, the data was calculated by the researcher, with the standard of reliability below:

- a) A very low reliability (ranging from 0.00 to 0.19)
- b) A low reliability (ranging from 0.20 to 0.39)
- c) An average reliability (ranging from 0.40 to 0.59)
- d) A high reliability (ranging from 0.60 to 0.79)
- e) A very high reliability (ranging from 0.80 to 1.00)

(Arikunto, 2005)

Based on the standard of reliability above, it can be concluded that the writing tests are considered reliable if the tests reach the range of (0.60 – 1.00).

**Table 3.1 Reliability of Pretest**

Correlation	Number of Items (N)
.976**	2

From the table above, it is clear that the pretest reliability is 0.976. From this we can conclude that the pretest of the students' prior knowledge is attributed to a very high reliability. On the other hand, the posttest reliability is shown in the following table.

**Table 3.2 Reliability of Posttest**

Correlation	Number of Items (N)
.949**	2

Based on the second table, the posttest reliability is rated at 0.949. According to the Arikunto (2005) specification, a test value between 0.80000 and 1.00000 means that the test has a very high level of reliability.

In summary, the results show that both tests are highly reliable, scoring 0.976 on the pretest and 0.949 on the posttest. This indicates good consistency in evaluation results across all tests.

### **3.10 Data Analysis**

Data analysis is used to analyze a data of the research. In this research, there are two data analysis: data analysis of the first research question and data analysis of the second research question.

#### **3.10.1 Data Analysis of the First Research Question**

The data obtained after teaching using dictation method was analyzed with Paired Sample T-Test to answer the question “Is there any significant improvement of



students' writing achievement after the students are being taught through dictation method at tenth graders of MA Al-Fatah Lampung." The researcher used the formula:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{\sum d}{N}$$

Notes:

Md: Mean (average score)

$\sum d$ : The total score of the students

N: The total number of the students

(Hatch and Farhady, 1982)

To determine whether there is any significant improvement in students' writing achievement after being taught by dictation method, the researcher used the following formula:

$$I = M2 - M1$$

Notes:

I: The improvement of students' achievement

M1: The average score of pre-test

M2: The average score of post-test

### **3.10.2 Data Analysis of the Second Research Question**

The data in this research were in form of scores. In order to get the results of this research, the data were analyzed by using some steps as follows:

- 1) Finding the means of pre-test and post-test in each aspect of writing.
- 2) Analyzing the significant improvement of each aspect of writing
- 3) Comparing the means of the pre-test and post-test.
- 4) Computing the data to SPSS.
- 5) Drawing conclusions by comparing the N-gain score of each writing aspect.

### **3.11 Hypothetical Thesis**

After collecting the data, the researcher analyzed the data to find out whether there is any improvement of students' writing in descriptive text after the students are being taught through dictation method and which aspects of writing that improve the most and the least.

The hypotheses were analyzed by using Paired Sample T-Test of Statistical Package for Social Science (SPSS). The researcher uses the level of significance 0.05 in which the hypothesis is approved if  $\text{sign} < p$ . It means that the probability of error in the hypothesis is only 5%. The hypotheses are:

H1 : There is a significant improvement of students' writing achievement and the aspect of writing that improves the most is content and the least is mechanics after the students are being taught through dictation method.

## V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers and future researches.

### 5.1 Conclusion

After finishing all the steps finally the researcher finds the result of this research. Therefore, the researcher makes some conclusions as follow.

1. The implementation of dictation method is effective to improve students' writing achievement. It can be seen from the improvements of students' writing score in the pretest and posttest. The mean score of the pretest improves from 54.25 to 64.84 in the posttest. The increase happens because the implementation of dictation method can enrich the students' vocabularies which are beneficial in developing their ideas. As the result, the students are able to construct their writing. Unlike before the treatment, they faced the problem that was lack of vocabulary. It also develops the students' knowledge about the spelling of the words. After being taught through dictation method, the students know how to spell the words correctly.

2. Content is the aspect of writing that improves the most in this research. The improvement from pretest to posttest is 16.12 to 20.15, which means that the gain is 4.03. It happens because the students memorize and gain many vocabularies, and those help them in generating their ideas into writing. Nevertheless, the aspect that reaches the lowest improvement is mechanic. The score improvement is only 0.38.

It is because the students only focus to organize their idea without paying attention to the punctuation and capitalization.

## **5.2 Suggestion**

Relating to the conclusion above, the researcher would like to present some suggestions that should be considered in applying dictation method as follows.

### **1. Suggestion for English Teachers**

- a. Considering the advantages of dictation method, the researcher suggests that English teachers of the class should apply dictation as an alternative method in teaching writing. Dictation method not only helps the students to improve students' writing but also increases the teachers' performance and the students' participation in the classroom.
- b. The teacher should be able to modify the learning process in dictation method by applying other kinds of dictation.
- c. In dictating a passage, the teacher has to make sure that her pronunciation is correct and understandable by the students.

### **2. Suggestion for Future Researcher**

- a. The researcher used dictation method to see the improvement of students' writing achievement. Therefore the future researcher should try to conduct a research using dictation method to teach other skills such as listening, reading, and speaking.

b. This research was conducted in a senior high school level. It is suggested that future researchers can try to find out the effect of using dictation method in different level of school.

c. In fact, the students' writing scores were still low in any aspect especially mechanic. Thus, the future researchers are suggested to explain the mechanics in detail.

Finally, those statements above represent the conclusion of this study during the research of using dictation method in teaching writing at the first grade of MA Al-Fatah Lampung. Moreover, the suggestions above can be considered to conduct a better further research with respect to descriptive text.

## References

- Aini, A. A. (2015). *The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text*. Retrieved from <http://lib.unnes.ac.id/20360/1/2201410097-S.pdf>
- Alkire, S. (2002). Dictation as a Language Learning Device. *TESL Journal*, Vol. VIII.
- Amidon, E. J. (1967). *The Role of the Teacher in the Classroom: A manual for understanding and improving teachers' classroom behavior*. Association for Productive Teaching. New York.
- Arikunto, S. (2005). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.
- Barrton, M. D. (2005). *Rhetoric and Composition: A Guide for the Collage Writer*. United State of America. Kaplan University.
- Benmostefa, N. (2018). Reflections Upon Dictation As A Testing Device In An Efl Classroom: The Pro's And Con's. *International Journal of Academic Research and Reflection*, 6, 1.
- Blanchard, K. & Root, C. (2003). *Ready to Write: A first Composition Text (Third Edition)*. New York: Pearson Education, Inc.
- Boudreau, M., Gefen, D. & Straub, D. (2001). Validation in IS research: A state-of-the-art assessment. *MIS Quarterly*, 25, 1-24.
- Bowen, T. (2015). *Methodology: Using Dictation in English Language Teaching*. One Stop English.
- Brown, D. (2000). Principles of Language Learning And Teaching. *Tesol Quarterly*, 14(2), 7.
- Brubacher, J. (1939). *Modern Philosophies of Education*. New York: McGraw-Hill Book Company, Incorporated.
- Carmines, E. G. & Zeller, R. A. (1979). *Reliability and Validity Assessment*. Newbury Park, CA, SAGE.
- Field, A. P. (2005). *Discovering Statistics Using SPSS*. Sage Publications Inc.
- Ghaith, Ghazi. (2002). Writing. Retrieved from <http://712educators.about.com/cs/writingessays/a/paragraphs.htm>.

Accessed on August 10<sup>th</sup> 2022.

- Ghuri, P. & Gronhaug, K. (2005). *Research Methods in Business Studies*. Harlow, FT/Prentice Hall.
- Gibbons, P. (2009). *English Learners, Academic Literacy, and Thinking : Learning in the Challenge Zone*. United States of America: Heinemann.
- Harmer, J. (2004). *How to Teach Writing*. Person Education Limited.
- Harmer, J. (2007). *The Practice of English Language Teaching*. New York: Edinburg: Pearson Education Limited.
- Harris, D. P. (1979). *Testing English as a Second Language*. New York: McGraw Hill Book Company.
- Hatch, E. & Hossein, F. (1982). *Research Design and Statistic*. Los Angeles: Newbury House.
- Heaton, JB. (1975). *Writing English Language Tests*. London: Longman.
- Hesthi, H. (2016). Using Dictation to Promote the Use of Grammar Knowledge in Reconstructing Listening Text. 16, 2, ISSN 1412-3320. p. 222.
- Huck, S. W. (2007). *Reading Statistics and Research*. United States of America: Allyn & Bacon.
- Jacobs, H. L., S. A. Zingraf, D. R. Wormuth, V. F. Hartfiel, and J. B. Hughey. (1981). *Testing ESL Composition: A Practical Approach*. Rowley, MA: Newbury House.
- Kane, T. (2000). *Oxford Essential Guide to Writing*. New York: Oxford University Press.
- Lewis, B. R., Snyder, C. A. & Rainer, K. R. (1995). An empirical assessment of the Information Resources Management construct. *Journal of Management Information Systems*, 12, 199-223.
- Mentari, A. (2018). *The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text At Mts Amin Darussalam*. Retrieved from <http://repository.uinsu.ac.id/5871/1/SKRIPSI%20ADE%20MENTARI.pdf>
- Moser, C. A. & Kalton, G. (1989). *Survey Methods in Social Investigation*. Aldershot, Gower.
- Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge Publishers.
- Nunan, D. (2003). *Practical English Language Teaching*. Singapore: McGraw Hill.

- Oller, J. W. (1979). *Language Test at School*. London: Longman.
- Oluwatayo, J. (2012). Validity and reliability issues in educational research. *Journal of Educational and Social Research*, 2, 391-400.
- Rosalinah, Y., Muryana, D., Maisaroh, M., & Subroto, I. (2018). Teaching Writing Using Dictation Method of 8th Grade (Field Research At Smpn 1 Pusakanagara). *Progressive Journal*, 13(2). Retrieved from <https://ejournal.nusamandiri.ac.id/index.php/progressive/article/view/531>
- Smith, B. O. (1961). *A concept of teaching*. In B.O. Smith, & R.H. Ennis (Eds.), *Language and Concepts in Education*, (pp. 86-101). Chicago: Rand McNally.
- Tri, M. (2022). *The Use of Dictation Technique in Teaching Writing at Ma Muhammadiyah 03 Ketro Pacitan*. Retrieved from [http://etheses.iainponorogo.ac.id/19535/1/204180050\\_Milenia%20Tri%20Rista%20Aryuni\\_Tadris%20Bahasa%20Inggris.pdf](http://etheses.iainponorogo.ac.id/19535/1/204180050_Milenia%20Tri%20Rista%20Aryuni_Tadris%20Bahasa%20Inggris.pdf)
- Wahyuni, S. N. (2013). *The Effect of Using Dictation Technique on Students' Writing Ability at SMP Karya Bhakti Kasiyan in the 2013/2014 Academic Year*. Retrieved from <http://digilib.unmuhjember.ac.id/files/disk1/59/umj-1x-niniksriwa-2946-1-jurnal.pdf>
- Wan, C. (2011). *Using Dictation to Develop Pupil' Listening and Writing Skill*. Hongkong: The English Language Education Section of Curriculum Development Institute Education Bureau,p.6
- White, F. D. (1986). *The Writer's Art: A Practical Rhetoric and Handbook* . New York: Wadsworth Publishing Company.
- Westwood, Peter. (2008). *What Teachers Need to Know about Reading and Writing Difficulties*. Australia: ACER Press.
- Yuniarti, F. (2017). Using Dictation As A Testing Device In Teaching Listening. *Inovish Journal*, 2 (2), 16.
- Zamel, Vivian. (1982). Writing: The Process of Discovering Meaning. *Tesol Quarterly*, 16 (2), 206.