

# **THE USE OF DICTATION TO IMPROVE 7C GRADE ENGLISH WORD IN DESCRIPTIVE TEXT AT SMP AL-IKHLASH LUMAJANG IN 2019-2020 ACADEMIC YEAR**

## **Abstract**

The purpose of this research was to describe how the implementation of Dictation Technique to Improve Students' Writing English Word in Descriptive Text. In constructing this research, the researcher collected data from the classroom action research, which was carried out through four steps. They were plan, action, observation and reflection. In this research, there is a problem, it is "how can the dictation improved students' writing ability in seventh C class of SMP Al-Ikhlash Lumajang 2018/2019 academic year?". Based on the problem, the research objective is intended "to improve students' writing ability by using dictation technique in seventh C class of SMP Al-Ikhlash Lumajang 2018/2019 academic year". The design of this research is classroom action research. The research subject is seventh C class which consist of 24 female students. The data collected by using writing test and observation checklist. In order to analyze the data of students' writing score, mean score formula is used. This research was supposed to be successful if the students' mean score was  $\geq 75$ . Dictation technique improved the students' writing skill in two cycles from the students' mean scored  $\leq 75$  ( $M = 70$ ) in the first cycle to ( $M = 80$ ) in the second cycle. Finally, it could be concluded that the use of dictation techniques could improve the seventh C class students' writing skill of SMP Al-Ikhlash Lumajang in 2019/2020 academic year by drilling and guiding students in writing short paragraph with implementing the sequence of dictation; one chance dictation, guided dictation, sentence dictation and perfect dictation.

**Key Words:** Writing English Word, Dictation Technique

In learning English there are four writing our ideas, we need sentence skills that must be mastered by patterns, such as, simple present tense, students, they are listening, speaking, simple past tense, passive voice, and reading, and writing. Writing is about we must use correct punctuation, such as using capital letter in the first paragraph. However, it needs the sentence then using full stop at the end ability to express those ideas. In of sentence, using commas when we

mention many kinds of things, etc. According to Harmer, “the students should be encouraged to express their ideas, experience, thoughts and feelings through writing”. Based on the explanation above, the writer assumes that writing is one of the most important skills to be master. In teaching writing, there are some materials; one of them is descriptive text. According to Kane, “description is about sensory experience how something looks, sound, taste”. It means, description help someone to know specific information about something that is described. Moreover, descriptive is available in the syllabus at seventh grade of SMP Al-Ikhlash Lumajang. Teaching writing for junior high school students is not an easy thing to do. It is different from teaching writing for adults or senior high school students. Junior high school students need more motivation and guidance from the teacher to write in English. Therefore the teacher has to be able to act as a motivator. Beside that, appreciation from their work is also important to motivate and encourage them as well as increase their self-confidence. The students of 7C in SMP Al-Ikhlash Lumajang in the 2019/2020

academic year feel difficulty to write an English word and other example, the students had low ability in writing including punctuation, spelling and using appropriate tense. And the last fact in the field, the preliminary score of writing test is in low level. 75% of students could not pass the standard minimum score.

Dictation is a useful technique for young learners as well. Nation (1991) mentions that dictation has listening input and written output. Repitition can give listening input and spoken output. So, it can increase a package of English skill of the English skill of the learners besides their writing ability.

Dictation is a useful activity for young learners as well. It can give students many experiences dealing with writing. Dictation is an activity to write down something that someone says or reads out as it is being said. Alkire (2002.p.3) says that dictation can trainthe students to be able to distinguish error in grammar, spelling and punctuation that happen in their writing. Dictation is a good method to help the students which are different from their mother tongue to reproduce the spoken from word by word.

Therefore, after considering the fact, the researcher uses dictation technique to make the student concentration more by listening what the teacher says. But not only that, the researcher also guide the students in writing paragraph. The researcher close to the student and make sure they can explore some ideas in writing.

To sum up from several previous studies that were done by Yanti Rosalinah (2018) and Widayanto (2005), they informed that the implementation of dictation has an impact on students improvement in writing and listening of seventh grade. In this thesis, the researcher focus on improving the students writing English word in descriptive text at seventh grade, because the researcher thought, it will be better if they get this technique early than they know how the correct English word is and also to make them more confident to write some ideas. Dictation really makes students fine, enjoy and also concentration more during teaching learning process.

A classroom action research is appropriate to be undertaken because it will drill the students to improve their writing English word in descriptive text

and dictation become an effective technique that could be used by teachers to master in writing because this method will make students concentration more by listening to the teacher sentences. And also they can express ideas by writing in paragraph. Therefore, a classroom action research entitled “The Use of Dictation To Improve The Student Writing English Word at 7C of SMP Al-Ikhlash Lumajang 2019/2020 Academic Year”.

Based on the problem of the research, the objective of the research is to know how the dictation method can improve the students’ writing English word in descriptive text at 7C of SMP Al-Ikhlash Lumajang 2019/2020 academic year.

This results of this classroom action research are expected to give important for the researcher, the English teacher and the students it self.

#### **a. The researcher**

The results are useful to increase the researchers’ knowledge and experience about doing a research which focus on the implementation of dictation in students’ writing skill.

#### **b. The English teacher**

English teacher will know the new technique in teaching English

especially in teaching writing. So, the teacher can select the good and attractive method in teaching writing.

### c. The students

The researcher hopes that students will change their mindset if writing is difficult. By using dictation method, it will look enjoy and fun in their writing subject. This study can motivate the students in writing ability.

### Method

A classroom action research is used in this research because this research was intended to improve the students' writing descriptive text achievement during the teaching learning process.

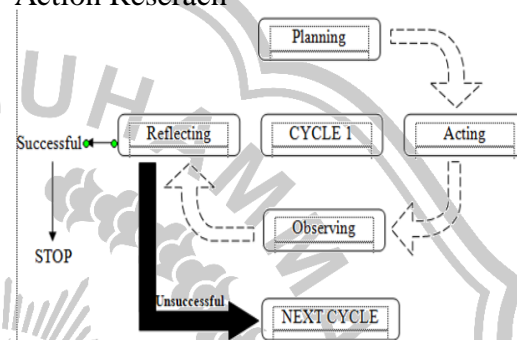
The researcher collaborates with the English teacher in 7C of SMP Al-Ikhlash Lumajang which focus on identifying and finding of the problems by the teacher and the students in writing class. Then, the English teacher and the researcher discuss come actions to find appropriate technique that is expected could improve the students writing achievement in writing.

Arikunto (2014) states that a classroom action research is to improve the teaching learning process.

Classroom Action Research covered four stages of activities in each cycle. According to Arikunto (2014)

classroom action research has four steps they are (1) the planning of the action, (2) the implementing of the action, (3) observing and (4) reflecting of the action. The design of classroom action research is illustrated in the following diagram:

**Diagram 3.1** The Model of Classroom Action Research



*(Adopted from Arikunto, 2014)*

This classroom action research intended to improve 7C students' writing descriptive text achievement by using dictation. The cycle covers four activities, namely: (1) planning of the action, (2) the implementing of the action, (3) observing of the action, and (4) reflecting of the action.

### Result and Discussion

The writing descriptive text test in cycle one was conducted in the last meeting after the action. In this research, cycle one was considered to be successful if 75 % the total students achieved the target score is  $\geq 75$ . The percentage score of the writing

descriptive text test was at least  $\geq 75$  from 75% students. The data was calculated by using following formula:

$$\Sigma = \frac{n}{N} \times 100 \%$$

$\Sigma$  : the percentage of the students who achieved the standard score

n : the total number of the students who achieved the standard score

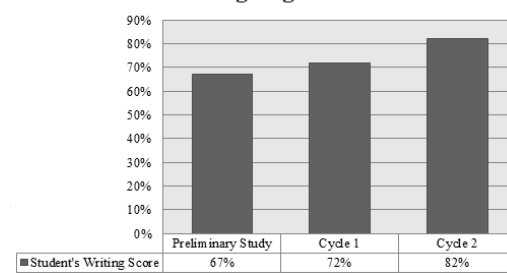
N : the total number of the students who took the test.

(Adopted from Ali. 1993:186)

The result of descriptive text test in cycle one there are 15 female students who got  $\geq 75$  and the percentage of the students score was 72%. It means the requirement of the target score in this research had not been achieved the target. Than the researcher were continue the research in cycle two.

Based on the result of the evaluation of the students' writing descriptive text test, it was found that the students' performance was achieve the target, because the percentage of students' who got score at least  $\geq 75$  was 82%. The different percentages from preliminary study, cycle one and cycle two can be seen in below :

Student's Writing English Word Score



word in descriptive text at 7C class of SMP Al-Ikhlah Lumajang improved by using dictation technique.

### Conclusion

Based on the data result, after implementing in cycle one and cycle two, it could be reported that dictation technique can improved the student's writing English word at 7C class of SMP Al-Ikhlah Lumajang by guide them in doing descriptive text with the topic is tourism place and drilling in the sequence dictation action and always give them a task.

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