

**IMPROVING STUDENTS' WRITING ABILITY BY USING DICTATION METHOD
OF DESCRIPTIVE TEXT AT GRADE 7 SMP MAYJEND SUTOYO SM MEDAN**

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ABSTRACT

This research was conducted with the aim of elucidating the “improving students’ writing ability by using dictation method of descriptive text. The purpose of this study is to analyze students’ writing ability by using dictation method of descriptive text. This research was conducted at SMP Mayjend Sutoyo SM Medan. There were 25 students in class VII. This study is used a writing test instrument. There were 10 questions that the researchers gave to grade 7 students from and after the dictation activity of descriptive text. This can be seen from the average student score answer was 51.6% *Yes* and 48.4% *No*. This indicates a change in attitude after learning with the dictation method. Interestingly, students expressed a preference for the dictation method because it was considered to facilitate writing descriptive texts, improve focus, and instill joy in the writing process. Overall, the pretest, observation, interview, and posttest results provided a comprehensive overview of the initial challenges, developments during learning, and changes in students' attitudes toward the dictation method. Despite facing initial uncertainty and difficulties, the dictation method proved to be an effective approach in enhancing students' understanding and interest in writing descriptive texts.

Keyword : Writing, Ability, Dictation Method, Descriptive Text.

INTRODUCTION

In the process of teaching and learning English, students are expected to acquire proficiency in four essential skills: listening, speaking, reading, and writing. Writing, being one of these fundamental skills in the context of learning English as a foreign language, is considered challenging as it requires the ability to articulate ideas, opinions, and emotions through written language (Abblas, 2006;125).

According to Abblas, writing skill involves expressing thoughts in written form, and it is perceived as difficult because transforming ideas into written language poses a greater challenge compared to spoken language. Consequently, there is a need to enhance writing skills as a foundational means of conveying ideas and thoughts through written expression, despite the tendency of some individuals to prefer oral communication over written communication.

The comprehension of writing skills involves the activity of conveying messages or communication using written language as a tool or medium. As per Suparno (2009;13), writing is viewed as an indirect form of communication, involving the transfer of thoughts or feelings through the use of graphology, language structure, and vocabulary, employing symbols that represent the intended message.

In the teaching of writing, various materials are employed, and one such material is descriptive text. Described by Sabarti Akharga et al. (1993;131), descriptive text is an endeavor to elucidate the form and nature of an object through words. Jolly (1984;47) further characterizes descriptive text as a means of depicting something, providing a detailed account that aims to create an impression about a person, object, place, or thing. In essence, descriptive texts serve the purpose of offering specific information about the characteristics and attributes of the subject being described.

By studying the descriptive text will increase their knowledge of how the steps to describe something, someone, or a certain place correctly. But some factors students were not able to build and develop their ideas into sentence with the correct generic structure, language features, the students did not find interesting and appropriate writing technique and their lacked of understanding of writing the correct spelling of words and lacked of vocabulary makes them write a lot of repetition of words in their writing.

According to Zulraudah & Jufri (2014), "dictation is an activity used to teach skills in English. In the application of dictation, students can work together in a team to listen, read, and tell the other team about their understanding, and can write the important points of what they listen to." Dictation is a good strategy to use for teaching students who are learning English as a second and foreign language. As said by Mustofa (2011) that in the dictation learning process there are three basic abilities that are built, namely attentive observation, attentive listening, and flexibility in writing.

Dictation serves the purpose of enhancing students' capacity to observe words, sentences, or written content that will be transcribed or copied into their notebooks. Subsequently, students are guided on how to replicate or reproduce the outcomes of the listening test they have undertaken. This instructional method, as emphasized by Saragih et al. (2022), is employed by educators to teach listening skills in a manner that fosters a positive and engaging learning environment, aiming to capture students' interest and active participation.

Based on the results of observations and interviews with one of the English teachers at SMP Mayjend Sutoyo Medan, it shows that students' writing skills in class VII are still relatively low because students consider writing a boring activity. The cause of students' low writing ability is the lack of students' writing habits at home and at school, so that students feel that writing is a burden or heavy work that must be completed and the next cause of students' low writing ability is the lack of writing practice in the era of globalisation because current learning is technology-based because it is no longer writing but typing.

To develop students' interest in writing, the researcher then proposes a new one writing material. Researchers are interested in increasing students' interest increasing students' interest in writing in the form of dictation in grade of seven grade of SMP Mayjend Sutoyo SM Medan. This method stimulates students' to be motivated to write with fun and more to active. Then the researcher decided to conduct research with the title "IMPROVING STUDENTS' WRITING ABILITY BY USING DICTATION METHOD OF DESCRIPTIVE TEXT AT GRADE 7 SM MAYJEND SUTOYO SM MEDAN" to increase interest in writing namely producing new materials for students'.

1.1 Problem of Study

1. How is the dictation method improve the students' writing ability of descriptive text?
2. How is the students' response in writing descriptive text using dictation method?

1.2 Objectives of Study

1. To find out how dictation method improves the students' writing ability of descriptive text.
2. To find out students' response in writing descriptive text using dictation method.

1.3 Scope of Study

Considering the contextual information provided earlier, this study is confined to enhancing the writing skills of seventh-grade students at SMP Mayjend Sutoyo SM Medan through the utilization of the dictation method.

Significances of Study

The result of the study are expect to give the following benefits:

1. For the students, The utilization of the dictation method in writing descriptive texts is anticipated to positively impact students' engagement and response in their English lessons, particularly in the context of writing descriptive texts.
2. For the teachers, The findings of the study are hoped to provide teachers with improved strategies for effectively teaching writing descriptive texts to their students, specifically through the implementation of the dictation method.
3. For the reader, The study is envisioned to serve as a valuable reference for readers interested in contemporary approaches to teaching writing, particularly focusing on descriptive texts.

CHAPTER II

METHOD OF RESEARCH

2.1 Research Design

This study will adopt a qualitative research approach as its research design, as articulated by Noeng Muhadjir (1996). Qualitative data research involves information presented in verbal form (oral/words) rather than numerical data. The focus of qualitative research is on quality rather than quantity, and data is gathered not through questionnaires but via methods such as interviews, direct observations, and examination of relevant official documents. Qualitative research also places a greater emphasis on the process aspect rather than solely on the obtained results, as the relationship among the components being studied becomes clearer when observed in the context of the ongoing process.

Fachruddin (2009, p. 213) defines research design as a framework or detailed work procedures to be executed during the research, providing an overview and direction for the study. It serves as a blueprint, offering guidance on how the research should be conducted and providing an indication of whether the research has been completed.

According to McCombes, a research design, or research strategy, is a plan formulated to address a series of research questions. It encompasses methods and procedures for collecting, analyzing, and interpreting data. The research design serves as a roadmap for researchers, ensuring the efficient and effective collection, processing, and analysis of data in alignment with the intended research objectives.

2.2 Place and Time of Research

This research was conducted at Mayjend Sutoyo Middle School SM Medan, It is located at Jl bangau no 2 Medan sunggal, Sumatera Utara and conducted on November 2023.

2.3 The subject of the Study

The participants in this study consisted of seventh-grade students from Mayjend Sutoyo SM Medan. Additionally, information was gathered from both English teachers and a specific group

of 25 seventh-grade students at Mayjend Sutoyo SM Medan Middle School. The selection of these subjects was carefully done by the researchers to ensure the acquisition of precise data and facilitate accurate analysis. This approach allows readers to discern the extent of students' knowledge regarding the topic under the topic about IMPROVING STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT USING THE DICTATION METHOD which will be explained in full in the research.

2.4 The Instrument of Research

The research instrument is a tool used in a research activity, especially as a measurement and data collection. for measure information or make a measurement. In this particular study, the research employed the methods of interviews, observation, questionnaires, and documentation as instruments for data collection.

2.5 The Technique of Collecting Data

The techniques used by the researcher in data collection are as follows:

A. Interview

The researcher conducted interviews with English teachers and 7th-grade students at SMP Mayjend Sutoyo SM during the research.

B. Observation

The researcher observed the teaching and learning process in the 7th-grade class and the progress of students' writing descriptive text using dictation techniques to obtain further information for this research. Everything related to student behavior in writing learning and issues related to the teaching and learning process is recorded.

C. Questionnaire

Researchers use questionnaires as a research tool used to collect data or information from individuals or groups of respondents in the form of written questions. Questionnaires usually consist of a series of questions designed to collect data about a respondent's views, opinions, behavior, knowledge, or certain characteristics.

D. Documentation

Several documents and pictures were taken during the ongoing teaching and learning process. These documents and photos were collected to support the data.

2.6 The Technique of Analyzing Data

Sugiyono (2018: 482) defines data analysis as the systematic process of collecting information through interviews, field notes, and documentation. It involves organizing the data into categories, describing them in units, synthesizing the information, compiling patterns, selecting relevant details, and drawing conclusions that are comprehensible both to the researcher and others.

The data analysis in this study entails a systematic exploration and compilation of information derived from interviews, observation, questionnaires, and documentation. The collected data were then analyzed in various stages. In line with the formulated research objectives, this study adopts a non-statistical analysis approach, wherein the data is presented not in numerical form but through descriptive reports. This includes outcomes from interviews, observations, questionnaires, documents, and detailed descriptions conducted at SMP Mayjend Sutoyo SM.

CHAPTER III

FINDING AND DICUSSION

This chapter presents the findings and discussion, aiming to elucidate the outcomes of the research conducted at SMP Mayjend Sutoyo SM Medan on enhancing students' writing ability using the dictation method for descriptive texts in the seventh grade. The author endeavors to convey the insights gained from the research process. The success of this study is attributed to the data collected, primarily obtained through the distribution of questionnaires to seventh-grade students at SMP Mayjend Sutoyo SM Medan. Drawing conclusions from the research results and analyzing the distributed questionnaires contribute to the comprehensive understanding of the effectiveness of the dictation method in improving students' writing skills.

3.1 Data Collection

Data collection involves the gathering of information from diverse sources, utilizing methods such as observation, questionnaires, interviews, and examination of documents. According to Sugiyono (2019), the techniques employed for data collection are a pivotal aspect of the research process, given that the primary objective of research is to acquire data. In this particular study, the researcher distributed questionnaires to the research subjects and observed the process of enhancing students' writing ability using the dictation method for descriptive texts in the seventh grade at SMP Mayjend Sutoyo SM Medan.

The ensuing data represents the outcomes of the research conducted by the researcher at grade 7 SMP Mayjend Sutoyo SM Medan.

Table. 1 Student Response Analysis Questionnaire

No	Statement	Yes	No
1.	Before using the dictation method, are you confident in writing descriptive text?		
2.	Have you used the dictation method before to improve your ability to write descriptive text?		
3.	Do you often use the dictation method in practicing writing descriptive texts?		

4.	What Is dictation method effective in improving the ability to write descriptive texts?		
5.	Do you feel more focused in writing descriptive text after applying the dictation method?		
6.	How often did you find it difficult to find suitable words for description in the text before using the dictation method?		
7.	How did using the dictation method affect your speed in writing descriptive text?		
8.	Did the dictation method help you to better understand and describe important details in the descriptive text?		
9.	What is your current level of confidence in writing descriptive text after using the dictation method?		
10.	Do you have any recommendations or suggestions to improve the effectiveness of using the dictation method in improving students' descriptive text writing ability?		

Table 1 discusses the questions that the researcher asked the Grade 7 students of SMP Mayjend Sutoyo. There are 10 questions that the researcher gave to grade 7 students of SMP Mayjend Sutoyo where the questions cover the understanding of grade 7 students from before and after the dictation activity of descriptive text in Improving Students' Writing Ability by Using Dictation Method of Descriptive text at grade 7 smp mayjend sutoyo sm medan In question no. 1-3 contains questions before Grade 7 students follow the dictation method, while questions no. 4-10 contain questions after grade 7 students follow the dictation method. In question no. 11 contains questions after grade 7 students follow the dictation activity.

RESULT AND DISCUSSION

Table. 2 Result and Discussion

No	Initial Name Of Students	Statement									
		1	2	3	4	5	6	7	8	9	10
1.	AM	Y	N	N	Y	N	Y	Y	Y	Y	N
2.	NK	N	N	N	Y	N	Y	Y	Y	Y	N
3.	DA	N	N	N	Y	Y	N	Y	Y	Y	N
4.	SS	N	N	N	Y	N	N	N	Y	Y	N
5.	HA	Y	N	N	Y	Y	Y	N	Y	Y	N
6.	AM	Y	N	N	Y	Y	N	Y	Y	Y	N
7.	MS	N	Y	N	Y	N	Y	N	Y	Y	N
8.	AA	N	Y	N	Y	Y	Y	Y	Y	Y	N
9.	SU	Y	N	N	Y	N	N	N	Y	Y	N
10.	AA	N	N	N	Y	Y	N	Y	Y	Y	N
11.	H	N	Y	N	Y	N	Y	N	Y	Y	N
12.	MA	N	N	N	Y	Y	N	Y	Y	Y	N
13.	RA	Y	N	N	Y	N	Y	Y	Y	Y	N
14.	A	N	Y	N	Y	Y	Y	N	Y	Y	N
15.	MA	N	N	N	Y	N	N	N	Y	Y	N
16.	EM	Y	N	N	Y	Y	Y	Y	Y	Y	N
17.	AK	N	N	N	N	N	N	N	N	N	N
18.	K	N	Y	N	Y	Y	Y	N	Y	Y	N
19.	AT	Y	N	N	Y	Y	Y	N	Y	Y	N
20.	S	N	Y	N	Y	Y	Y	Y	Y	Y	N
21.	AZ	N	N	N	Y	Y	N	N	Y	Y	N
22.	YM	Y	N	N	Y	N	N	N	Y	Y	N
23.	FH	Y	Y	N	Y	Y	Y	N	Y	Y	N
24.	L	N	N	N	Y	Y	Y	Y	Y	Y	N
25.	E	N	N	N	Y	Y	N	Y	Y	Y	N

Moreover, table 2 delves into the outcomes derived from the questions posed in table 1. A total of 25 seventh-grade students from Mayjend Sutoyo Junior High School, identified by the initials AM, NK, DA, SS, HA, AM, MS, AA, SU, AA, H, MA, RA, A, MA, EM, AK, K, AT, S, AZ, YM, FH, L, E, participated in responding to the 10 questions presented in table 1. Table 2 subsequently showcases the corresponding 10 responses to these questions. The responses in table 2 are succinctly represented as Y/N, where Y denotes YES and N signifies NO. Utilizing the given formula, the percentage value of student responses can be computed by using the formula:

$P = (F/N) \times 100\%$, so that the following data is obtained:

Table. 3 Percentage of Student Response

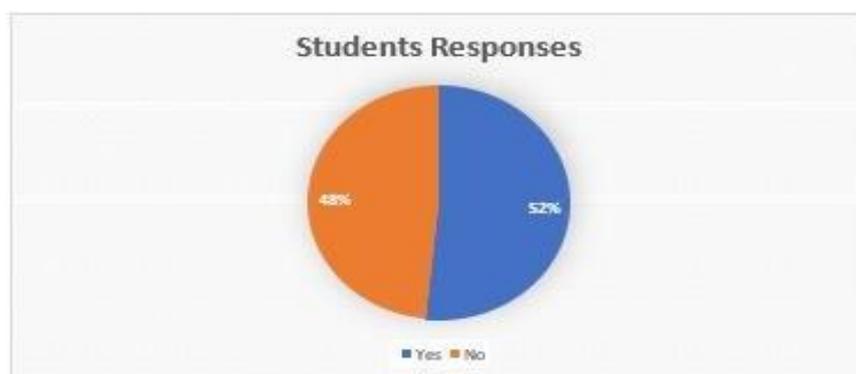
No.	Statement	Yes	No
1.	Before using the dictation method, are you confident in writing descriptive text?	36%	64%
2.	Have you used the dictation method before to improve your ability to write descriptive text?	28%	72%
3.	Do you often use the dictation method in practicing writing descriptive texts?	0	100%
4.	What Is dictation method effective in improving the ability to write descriptive texts?	96%	4%
5.	Do you feel more focused in writing descriptive text after applying the dictation method?	60%	40%
6.	How often did you find it difficult to find suitable words for description in the text before using the dictation method?	56%	44%
7.	How did using the dictation method affect your speed in writing descriptive text?	48%	52%
8.	Did the dictation method help you to better understand and describe important details in the descriptive text?	96%	4%
9.	What is your current level of confidence in writing descriptive text after using the dictation method?	96%	4%
10.	Do you have any recommendations or suggestions for enhancing the effectiveness of employing the dictation method to improve students' proficiency in writing descriptive texts?	0	100%
	Average	51,6%	48,4%

In gauging students' acceptance of the discussion method, the average response was 51.6% affirming and 48.4% dissenting. Moving forward, table 3 encompasses the outcomes derived from the data in table 2, presenting the percentage for each question answered by class VII students at SMP Mayjend Sutoyo. Table 3 elaborates on the responses to each YES/NO question, illustrating the calculated percentages.

To elaborate on table 3, in the first question, 36% answered YES, while 64% answered NO. For question 2, 28% responded YES, and 72% responded NO. Question 3 received 0% YES and 100% NO. Question 4 garnered 96% YES and 4% NO. Question 5 resulted in 60% YES and 40% NO. For question 6, 56% responded YES, and 44% responded NO. Question 7 saw 48% answering YES and 52% answering NO. In question 8, 96% answered YES and 4% answered NO. Similarly, in question 9, 96% responded YES and 4% responded NO. Lastly, in question 10, there were 0% YES and 100% NO.

The percentage calculation is done using the formula ($P = (F / N) \times 100\%$), and this will later be explained concerning students who witnessed an improvement in their descriptive text writing skills through dictation methods. Analyzing the data in the third table concludes that 51.6% of students responded "YES," while 48.4% responded "NO."

In summary, it can be inferred that the employment of the dictation method enhances the descriptive text writing ability of class VII students at SMP Mayjend Sutoyo. The students exhibit increased confidence in describing text through the dictation method, supported by 51.6% responding "YES." This confidence is further evidenced in question no. 9, where 96% of class VII students at SMP Mayjend Sutoyo answered "YES" when queried about their current level of confidence in writing descriptive text after utilizing the dictation method.



Presented above is a visual representation of the findings from Table 3. This diagram provides a clearer depiction of the percentage distribution of responses from class VII students at SMP Mayjend Sutoyo, indicating that 48% of students responded with "NO," represented by the orange-colored half-circle. Conversely, 52% of students responded with "YES," illustrated by the blue-colored semicircle.

CHAPTER IV CONCLUSIONS AND SUGGESTIONS

4.1 Conclusion

Based on the results and research dictation, the results of the pretest, observation, interview, and post test illustrated significant dynamics in the use of the dictation method in teaching descriptive text writing to students. Although most students initially faced challenges and uncertainties towards the method, the visible increase in the level of confidence, comprehension and enthusiasm after the lesson shown that the dictation method successfully made a positive impact, it can be discussed that students' scores in Improving Student Writing Ability by Using Dictation Methods from Descriptive Text. This can be seen from the average student score answer was 51.6% Yes and 48.4% No.

4.2 Suggestions

Drawing from the outcomes of the conducted research, the researcher proposes certain recommendations to enhance teaching effectiveness. These suggestions include fostering more in-depth interaction between teachers and students throughout the learning process, introducing a systematic feedback and evaluation mechanism for ongoing monitoring of students' development. Additionally, it is recommended that other researchers explore this topic further by conducting broader analyses involving a larger group of respondents to gain insights into students' perceptions of dictation activities in improving descriptive text skills.

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