

TEACHING WRITING USING DICTATION METHOD OF 8th GRADE

(Field Research at SMPN 1 Pusakanagara)

¹Yanti Rosalinah, ²Dian Mulyana, ³Maisaroh, ⁴Ibnu Subroto

¹Universitas Bina Sarana Informatika
yanti.yaa@bsi.ac.id

²Universitas Bina Sarana Informatika
dianmulyana555@gmail.com

³Universitas Bina Sarana Informatika
maisaroh.moh@bsi.ac.id

⁴STKIP Kusuma Negara Cijantung
ibnusubroto@stkipkusumanegara.com

Abstract - The purpose of this research is to know the result of teaching writing using dictation method. This research was conducted at SMPN 1 Pusakanagara in Raya Timur Pusakanagara street No.31 Pusakanagara, Subang. Data obtained from observations during the learning process and literature review to get the theory from some experts. This research consists of plans, how to develop and improve writing skills through dictation methods. The results of this study are as follows: 1) teaching writing english using dictation method is one way of developing students writing skill, 2) making students interested during learning process, 3) students become active and interested in learning english especially writing, 4) students can develop their writing ability through dictation method. Through this method the teacher can see the potential of students in terms of listening and writing with the correct grammatical. Who will then train students to love English lessons especially writing. Writing is one of the important skills in english engagement and this research proves how much interest and potential of students in learning English especially writing.

Keywords: Teaching, Writing, Dictation Method

I. INTRODUCTION

In era of globalization English as a language must be learn and become one of the most important language because most aspects in daily life many people use English to communicate. English has become the universal language that is used in the world of technology, education, politics, commerce, and others.

Teaching is activity to deliver knowledge from a person to another person by informal education and formal education. Informal

education is a general term for education outside of a stand school setting. Whereas formal education is the process of training and developing people in knowledge, skill, mind and character in a structured and certified program, such as school and course.

According to Coe et al. (Coe, Aloisi, Higgins, & Major, 2014) “we might define effective teaching as that which leads to high achievement by students in valued outcomes, other things being equal”. It means that Teaching is one of the tasks of honourable whose not all persons are having the ability

and volition which is large to be able to help educate others. Conducted a course of teaching also instead of easy thing because it is affecting the future the people we mentor.

Beside that, Qvortrup et al., (Qvortrup, Wiberg, & Christensen, 2016),

Teaching is indicates that learning cannot be defined one and for all. Instead, the field must be considered as a collection of perspectives on and conceptualizations of learning. Furthermore, different conceptualizations of learning often imply different and definite assumptions about relationship of subject and object, individuality and context, inside and outside, thinking and action, cognition and body, and knowledge and practice. It means Teaching shows that learning can not be defined one and for all. On the contrary, in this case in learning must also pay attention to some aspects of the subject and object relationships, individuality within and outside the learning environment, thought and action on every what we want to teach because it will affect us as a role model.

According to Bhowmik et al (Bhowmik, Roy, & Banerjee, 2013) “ Teaching is a simple term, referred as a either an occupation or proffesion known as teacher or an activity or activities to help an individual to learn or acquire some knowledge, skills, attitudes or interests”. It means teaching is one of the things that can be described about people who have the skills and able to educate others.

For the all the definition use, the writer conclude teaching is a simple term, referred to as a job or profession known as a teacher or activity to help a person learn or acquire knowledge, skills, attitudes or interests, and teaching is a way of sharing our knowledge with others. Getting people to be one step ahead of the others is one of many teaching goals. Not many people have the will or courage to make a person better, teaching is one of the noble activities. Besides in learning also we are demanded to pay attention to some aspects, not only subject or object but also good relationship between the teacher or student.

Writing is one of skills in language teaching. It is also one of english skills that is important to be learned because writing is one

of the ways to communicate with other people. In late century people communicate in writing by using symbols. But now, people can write something by using letters, from a traditional latter until sending message through email. Writing also important in education. By writing, students can “tie” the knowledge given into notes, they also can “tie” some ideas occur in their minds into a writing product if they want to try to enlarge the idea. Based on Indonesian lates curriculum (KTSP), Writing in English is not only taught in senior high school, but also begin from elementary school. Meanwhile for elementary students, writing in english become very difficult thing to do. They have some problems in spelling the words and how to write the words correctly.

According to in (Hijjatul Qamariah,2016) Writing is also one important skill for academic success. It therefore, needs a lot of efforts on making the students write better. These efforts will be potential when they go to the right target. It means writing is one of the important things in order to improve the quality of the child to support the achievement and future success, for it needs a lot of things that must be improved in writing to be able to meet the targets who want to achieve.

Other Research, Septianita (Sepianita, 2015) and (Fromkin and Rodman, 1983: 154) said Writing is complex. In addition to the knowledge of vocabulary, grammar, and syntax, writer must also have good knowledge of other writing mechanics such as the use for punctuations such as capitalization, question mark, common, etc. these mechanic are used to reveal syntactic structure.

According to Adelina (Adelina, 2017) There are planning, drafting, editing and final draft (Harmer 2004). The first is planning. The planning is a very important step. In this step, the writers decide the topic. The topic is selected depending on the purposes of the writers itself. In this step, the writers brainstorm their ideas about all things that are related to the topic and take notes about the ideas. (1) The last, the writers make outlining of their writing. The writers write the main points and sub points in the order in which they plan write about them. (2) The second is drafting. The writers begin to write. The outline will be guided for the writers to write in the writing process. The writers should

develop their ideas in the paragraph. The paragraph should be coherent between one with another. (3) The third is editing. The writers edit their draft to improve the content and the style of their writing to make it more interesting and readable. In the editing process, the writers should check their writing. When writers edit their draft, they will make some changes. They often add a whole paragraph or more, take out one or more paragraphs, change the order of paragraph, add or take out whole sentences, rewrite the sentences, change the vocabularies and so on. (4) The last is final draft. This step is very important in the writing process.

In this step, the writer should rewrite their draft. The writer should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers writing and the result of the writing process.

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed texts. In its most advanced form, written expression can be as beautiful as artwork. As children learn the writing steps, and as they build new skills in the past, writing evolves from the first simple sentence to decipher the stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help students demonstrate more advanced writing skills each year.

Dictation is the process of writing down what someone else has said. With young children, dictation offers a way for a parent or a teacher to record a child's thoughts or ideas when the writing demands surpass writing skills. Dictation provides a chance for an adult to model many writing behaviors including hard writing, matching sounds to letters to spell words and sentence formation.

According to (Ghaltakhchyan) Dictation is one of the oldest techniques used to test progress in the process of foreign language learning. It can actually be an effective language-teaching technique and an efficient language-learning activity. Dictation writing is one of the few activities in the EFL classroom that can be applicable with both small and large groups of language learners. It provides a reasonable chance for the teacher to engage the whole group in the process of language

acquisition and enables the learners to become focused on the task throughout the activity.

While speaking about the merits of dictation writing activities, P. Davis and M. Rinvoluceri state that "dictation is ideal for occupying the conscious mind while stimulating the unconscious into action" (Davis, Rinvoluceri 2002:6).

Moreover, J. Grinder and R. Bandler note that in dictation, apart from the implicit control of topic and activity, there is often a semi-hypnotic aspect to the exercise that calms the language learners down and puts all of them, as well as the teacher, into a slight trance (Grinder, Bandler 1981).

Nevertheless, the effectiveness of dictation writing activities is to a great extent dependent upon the fact how it is handled, i.e. What techniques and approaches are employed to reach the specific goals and achieve good learning outcomes in the process of dictation writing. From some statements and opinions above the writer can conclude that dictation is one of the oldest techniques and one of the effective teaching in terms of writing, but in this case success or failure in terms of writing is determined by the delivery and proximity to the students.

According to (Marzban & Abdollahi, 2013) and (Oller and Streiff, 1975). Dictation is used as a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard. This writing is affected by their skill at listening, their command of the language, and their ability to hold what they have heard in their memory. Dictation has been thoroughly examined as a language proficiency test. It means the dictation has been thoroughly checked as a language proficiency test, In this case the dictation is applied with the oral submission first then the students rewrite it as they heard it, and their writing is also influenced how creatively they catch what they hear.

According to Yuniarti (Yuniarti, 2017) (1995: 190), dictation means "being dictated to; passage that is dictated". In short, it can be said that dictation is an activity where a student transcribes a word, phrase, sentence or passage he hears. It means dictation is one of the processes by which students write and transcribe what they have heard into a writing with regard to the word, phrase or part he or

she hears. Based on the each statement the writer make conclusion for dictation, dictation is a useful activity for young learner as well. Dictation 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. Dictation technique is focused in teaching of writing ability. Dictation technique can be a good technique to increase students' writing ability which used spelling, punctuation and grammar correctly.

In this research, the researchers choose to do the field research in SMP Negeri 1 Pusakanagara Subang because the students in that school have difficulties with grammatical understanding especially if it relates with writing.

II. RESEARCHED METHODOLOGY

The method of the research is descriptive qualitative method. Here the researchers uses library research to collect data and information that the researchers get from observation by doing the field research at SMPN 1 Pusakanagara 8th grade.

Furthermore, the researchers found the theories from many sources, including books, e-book, dictionary and internet.

The procedures of analysis are; First, collecting data. Collecting data is an important aspect of any type of research study. The researchers collected data through books, e-book, journal, dictionary and Internet. and also the researchers used internet sources to fulfill the data accurately from the school. The researchers compared the datas that the researchers found from library research with the datas from the observation. Second, based from it, the researchers got the analysis and wrote the important point, then arranged the conclusion and also the paper.

III. RESULTS AND DISCUSSIONS

3.1. Teaching Description

Teaching description is divided into two parts, pre teaching and process of teaching. The description of pre teaching is an activity which the teacher should prepare the lesson

plan, material and tools as teaching is before the teacher starts the teaching and learning process. Some points that include in pre teaching are:

3.1.1. Teaching Preparation

The description of pre teaching is an activity which the teacher should prepare the lesson plan, materials and tools as teaching aid before the teacher starts the teaching process. Some points that include in pre teaching are:

1. Making Lesson Plan

Lesson plan is needed before the teacher teaches the student, the teacher make description how to teach the student in each topic. The teacher arranges the lesson plan to know how to drive and control the student writing skill from the beginning until the writing is finish. The lesson plan include a statement of lesson plan objectives, the procedure and facilities that used in teaching process, the goal of teaching, the review and evaluation. For explanation about lesson plan form has been enclosed on appendics.

2. Teaching Materials

To help the teaching process going on effectively, there are teaching materials needed, those are:

- a. Teachers prepare interesting material to be conveyed to children through the story to then dictated to improve the ability to write the story of the ant and the grasshopper.
- b. Several journals and e book taken from the internet, to assist the teacher in applying dictation method.
- c. English-Indonesia and Indonesia-English Dictionary, that is prepared by the school also by the students. To help the student to find some vocabulary they need for their composition writing.

3. Teaching Aid

To help teaching process going on effectively, the teacher and students use:

- a. Stationery such as markers and erasers are also necessary to help students who do not understand how to write good in the application of dictation methods.
- b. A White Board, To help the teacher in delivering the lesson to the student.
- c. Photo copy of the materials (story of The Ant and The Grasshopper).
- d. As well as dictionaries to assist students in searching for meaning words they do not understand.

4. Atmosphere In The Class

Usually for the students at SMPN 1 Pusakanagara there are two possibilities when seeing a new person or new teacher in his class. The first they will be easily interested because the atmosphere and nuances of the new or the second they could be passive tend to be dealing with new people. For that in this case teachers are required to be able to adjust with them so that they can be comfortable, when students already get a good feel then the circumstances will be much more fun. and They are enthusiastic in the classroom and attractive it makes teacher easier in delivering the material.

3.1.2. Teaching Process

In the part of teaching process, the writer explains about the teaching process duration that will be taken about 90 minutes for 1 meeting, from the beginning until the end. Here are the teaching process:

1. Greeting



Figure III.1 First Impression in the Class

At First, the teacher greets the students, in case to attract the students attention from their other activity from the previous lesson. Then the students will greet the teacher back.

Teacher : “Good morning class ?”

Students : “Good Morning Mr”

Teacher : “How are you today?”

Students : “Fine, Thank you. And you?”

Teacher : “Alhamdulillah I feel great class. Okay, I need you to clean your tables and put everything away that are not related with my lesson.”

In greeting session, the writer tries to get close with the students as the way for making a good atmosphere in the class.

2. Warming Up

In this part, the writer gives the introduction, consists of the name, age, until the ideas.

Teacher : “Okay kids, I’m so glad that I can standing in front of you all today. Before we start who know why I am in here?”

Students : “No!”

Teacher : “I am here to study with all of you, so please help me.”

Students : “Ok Mr.”

Teacher : “Because this is our first meeting and I do not know about you all, so please introduce yourself to me.”

Students : (all students introductions in turn)

Teacher : “Okay thank you my all students.” (Checked students attendance)

Students : “*Sekarang Bapak yang memperkenalkan diri pak.*”

Teacher : (teacher introduces himself)

Teacher : “Because we have known each other, we start our lesson class”.

Students : “Ok Mr.”

3. Explain The Topic

After greeting and introducing, the lesson begins. The first subject is the dictation method. For the first, the teacher explains the dictation material. in this case dictation is the process of writing down what is said by the teacher in this case we lift the material for our dictation of the story of The Ant man and the Grasshopper. The teacher slowly dictate the story and the students write it back to their

respective notebooks. From the beginning, they must be able to understand the story and also paying attention for good writing techniques. The students must be concentrate to get the best result.

Meeting 1 (Dictation Method)

Time : 2 x 45 minutes

Aim : to explore the writing ability.

Aid : Short texts

The Ant and The Grasshopper

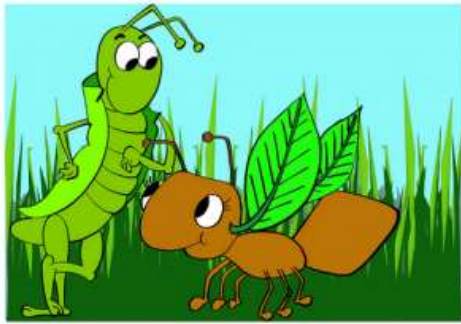


Figure III.2 Materials picture

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great effort an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling away?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why bother about winter?" said the Grasshopper; "we have got plenty of food at present."

But the Ant went on its way and continued its toil. When the winter came the Grasshopper found itself dying of hunger, while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.

Then the Grasshopper knew...

Moral value : Work today and you can reap the benefits tomorrow.

The Fox and the Grapes



Figure III.3 Picture the Materials

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox.

Taking a few steps back, the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

Moral value : It is easy to despise what you cannot have.

After the students write down on paper, the writer collect all tasks that have been done and then distributed to other groups to check the writing of each students did.

From this part, it can be seen how far the understanding of writing ability from all the member of the class from the first.

After the lesson finished, the writer summarize the main points of the material together and encourage the students to learn the lesson at home. For the last, teacher says goodbye to students.

3.2. Teaching Analysis

In this part, the writer wants to analyze about the effectiveness of teaching writing using dictation method at SMPN 1 Pusakanagara, especially for grade 8th. Based on the writer analyzes, there are some

effectiveness of teaching writing using dictation method.

1. Applying dictation method for student SMPN 1 Puskanagara is actually not too difficult, because basically they already understand how the dictation method in Indonesian language learning, the problem that become obstacle maybe because this time using english, and also their unfamiliar know vocabulary and writing system that is really what it is. overall they are enthusiastic and can accept the material conveyed.

2. Improve writing skill on students SMPN 1 Puskanagara according to who have been applied they will often and want to write if delivery is delivered by the teacher is exciting and fun, and also the story that will dictate must be a new story they have never heard before so it will make they are curious and will encourage them to write because they want to know the whole story which later on is also motivated by the task at the end of the lesson for they can recount it as they write in their notebook each and it will affect the score. From the writings of students the writer take samples to compare before writing using dictation method and after using dictation method.

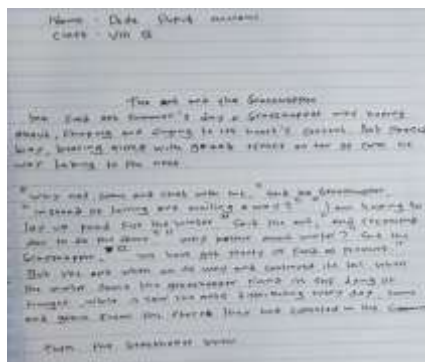


Figure III.4 Before Using Dictation Method

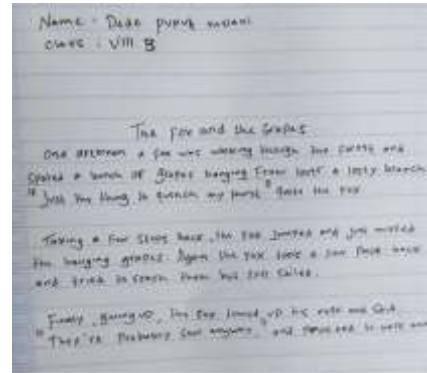


Figure III.5 After Using Dictation Method

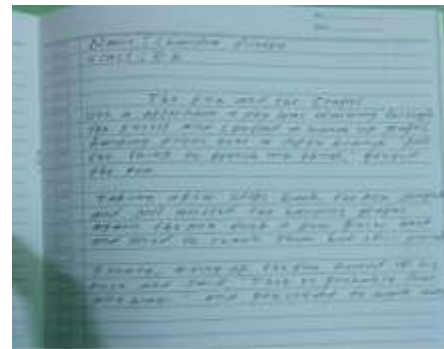


Figure III.6 Before Using Dictation Method



Figure III.7 After Using Dictation Method

From all the data above it can be concluded that the result of using dictation method is more effective in terms of writing and also accurate vocabulary accuracy.

3. The advantages of teaching writing using dictation method are, the dictation makes students and teachers aware of the student's misunderstanding-phonological, grammatical, or both. In English, typical errors include

frequent removal of bound morphemes such as: The -s plural, The-possessive, single third person. The -ed ending for participle past regular.

Dictation shows students the type of spelling mistakes they are likely to make. It helps develop short-term memory. Students practice maintaining meaningful phrases or whole sentences before writing them down. It also can be served as an excellent review exercise, fosters the unconscious mind in a new language, and it can be given quite effectively by an inexperienced teacher.

Disadvantages of teaching writing dictation method It may take a lot of time in class, especially if the dictation is corrected by the word after wards. This is an unrealistic activity - listening may be 'word for word' - and at a very slow pace. This can be done very mechanically, without any real understanding (this is debatable, and should be investigated). And this method is not comprehensive to see the development of each student how far the ability to write it because if the check one by one make learning ineffective and waste of time.

3.3 Teaching Evaluation

Even though the teaching process is going well and fun with each students different characteristics, sometimes the teacher still find some problems that will occur during the teaching and learning process. The writer would explain about the problem that has been faced and the solutions to overcome the problems. Here are some of the problems that usually occur:

3.3.1 Difficulties

The difficulties found by the teacher when teaching students in the 8th grade of SMPN 1 Pusakanagara. The difficulties are:

1. Difficulties to get the student attention, because sometimes some students in the class room make a noise and disturb the other classmates.
2. Difficulty in monitoring individual students and ensuring that each student can understand the material presented.
3. Difficulty in writing every word they do not understand how the meaning and writing.

4. Some students have a lack of vocabulary in English so it becomes an obstacle for them to expand their ideas

3.3.2. Solutions

Solutions is a process of solving problems. The solutions is how to overcome the problems. And here are the solutions that the teacher can do to overcome all the problems that usually occur in the class room during the teaching process:

1. The teacher must be a bit strict sometimes and get mad at them. The teacher can suddenly mention and call these students names who keep on talking and ask them to give more examples. The teacher also needs to have a loud voice instead of a soft one so that the students will be more focused on her. Teacher also change some seats of the student to overcome the distraction in the class room.
2. In this solution the most appropriate is how teachers can continue to monitor by going around to each student seat to check whether the written by the students is correct or not, and usually if the teacher has been around the opportunity for students to want to ask greater than we have to ask who want to ask and then send forward to the front of the class that students very rarely want.
3. The solution to this problem is actually already aided and can be anticipated with the media that teachers and students have, with you to facilitate how to write every word that is true and also know the meaning of the meaning that we write, usually the teacher write on the board what I am reply they ask that other students also can understand.
4. Teacher will provide some vocabularies that can related and needed in the main topic given. They are also free to use the dictionary. For instance : unforgettable moment : moment that can not be forget, lofge : a small house to stay a night, contenment : feel statisfy, inn, such as a hotel et cetera.

IV.CONCLUSION

The writer concludes that teaching by using dictation method is very effective in learning for high school level upwards specially for students in SMPN 1 Pusakanagara Subang. In addition this method can improve the students abillity to quickly

specially writing. The teacher is capable or quickly improving the way it conveys the material with intensive and capable to explore insights from each students.

How to improve students' understanding of writing by using dictation methods is by the frequent students learning to listen and rewrite what students hear. With frequent students listening and re-writing students will increase the potential in terms of writing with attention to vocabulary and grammar is good and right. The benefit of teaching writing using dictation method are for students, students' writing skills increase and Students are trained to understand dictation and practice as closely as possible, in addition vocabulary of students will increase automatically and this is a positive thing to increase students' interests and abilities especially in writing techniques. and for teachers it enhances high creativity, professionalism of teachers, and is dedicated to achieving academic achievement in English, especially in writing and this will help teachers to facilitate the teaching process and to solve difficulties in writing problems.

So the benefits for the school itself can improve the quality of the teaching process so that the learning process runs smoothly, in addition School can get a positive improvement by giving freedom to teachers to design teaching materials and learning and teaching interaction. The results of this study are expected to show how important what they have done to the institution.

Suggestions

The result of this study shows that the uses of Dictation Technique can increase the students' ability in writing skill. The following suggestions are offered.

For the writer it is suggested to add many references to the story in the dictation method and often apply dictation methods both at school and in surrounding .

For the viewers, it is suggested to understand what is seen and read and respect copyright when taking part of the research results in this book, and it is advisable to try the results of this study.

For the students, it is suggested to be more active in the class and they should increase their ability in writing may be with often listen to the English song then tries to rewrite what

they heard. Then they also must increase their vocabulary mastery in order they can more understand what people said in English. Because if they just depend on the technique in the class, they never get improvement in their skill.

For other researchers, this study is only research that focuses on the use of dictation in improving writing skills. It is suggested to other researchers to investigate the effectiveness of dictation to other language skills. For other researchers it is also advisable to use this study as a contribution to complete other research to find better findings. This can serve as a guide for other class action research.

REFERENCES

- Adelina, R. (2017). The Use of roundtable technique to improve students writing skill of narrative text at eleven th grade in senior high school 1 south polobangkeng english education departement taribiyah and teaching science faculty alauddin state islamic university of Makasar.
- Bhowmik, M., Roy, B. B., & Banerjee, J. (2013). Role of Pedagogy in Effective Teaching. *Basic Research Journal of Education Research and Review*, 2(1), 1–5.
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching?: Review of the underpinning research. *Project Report, Sutton Trust, London*, 44(November), 1–57.
- Ghaltakhchyan, S. (2014). Dictogloss approach to dictation writing activities. *Yerevan State University*, 99–108.
- Marzban, A., & Abdollahi, M. (2013). The Effect of Partial Dictation on the Listening Comprehension Ability of Iranian Intermediate EFL Learners, 5(2), 238–244.
- Qvortrup, A., Wiberg, M., & Christensen, G. (2016). On the Definition of Learning Edited by.

Sri Sepianita. (2015). *Nincreasing The Students Writing Skill Through Roundtable Technique at The Second Year Students Of SMPN 1Sinjay Tengah.*

Yuniarti, F. (2017). Using Dictation As a Testing Device in Teaching, 2(2)