

**THE EFFECTIVENESS OF USING DICTATION TECHNIQUE TOWARDS  
STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY AT NINTH GRADE OF  
SMP MA'ARIF ANDATU DENTE TELADAS TULANG BAWANG LAMPUNG**

**A Thesis  
Submitted as aPartial Fulfillment of  
TheRequirement for S1-Degree**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC STATE UNIVERSITY OF RADEN INTAN  
LAMPUNG  
2022/2023**

**ABSTRACT**  
**THE EFFECTIVENESS OF USING DICTATION**  
**TECHNIQUE TOWARDS STUDENTS' WRITING**  
**DESCRIPTIVE TEXT ABILITY AT NINTH GRADE OF**  
**SMP MA'ARIF ANDATU DENTE TELADAS TULANG**  
**BAWANG LAMPUNG**

**By**  
**DESMA RIZKI ANANDA**

The researcher aims to find out whether it is effective to use dictation techniques in descriptive text. The author uses quantitative methods in this study. The research population was all students of class IX at SMP Ma'arif Andatu. The data collection technique used in this research is choosing a theme, understanding the meaning of descriptive text, practicing using dictation techniques, identifying values to find related classifications and selecting relevant data. After doing the research, the researcher found the effectiveness of using dictation technique in descriptive text.

there was any significant influence of using Dictation Technique towards Students' Ability In Writing Descriptive Text at the Second Semester of the Ninth Grade of SMP Ma'Arif Andatu Dente Teladas Tulang Bawang Lampung in Academic Year of 2020/2021. It was supported by result from sig. (2-tailed) of equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.000 it is lower than  $\alpha = 0.05$  and it means that ( $H_0$ ) is rejected and ( $H_a$ ) is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

Keywords : Dictation Technic, Descriptive Text Writing ability, Quantitative methods



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## MOTTO

**Artinya :**

**“Dan laksanakanlah shalat pada kedua ujung siang dan pada bagian permulaan malam.perbuatan baik itu menghapus kesalahan-kesalahan.itulah peringatan bagi orang-orang yang selalu mengingat (Allah)” Qs.Hud Ayat 114**



## DECLARATION

I hereby state this thesis entitled “Effectiveness of Using Dictation Technique Towards Students’ Writing Descriptive Text Ability at The Ninth grade of SMP Ma’arif andatu in the academic years 2020/2021 is definitely my own work. I am fully aware that I have quoted some statements, referances, and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, Maret 2023

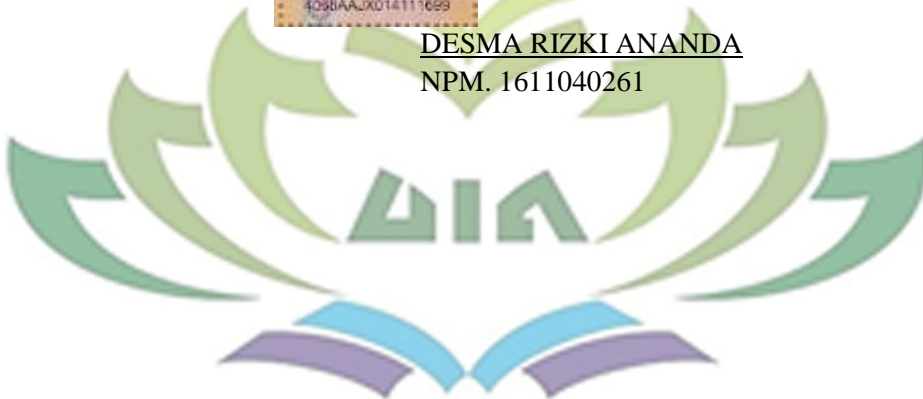
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## DEDICATION

All praise to Allah for His abundant blessing to me, and from the deepest of my heart, I would like to dedicate this thesis sincerely to :

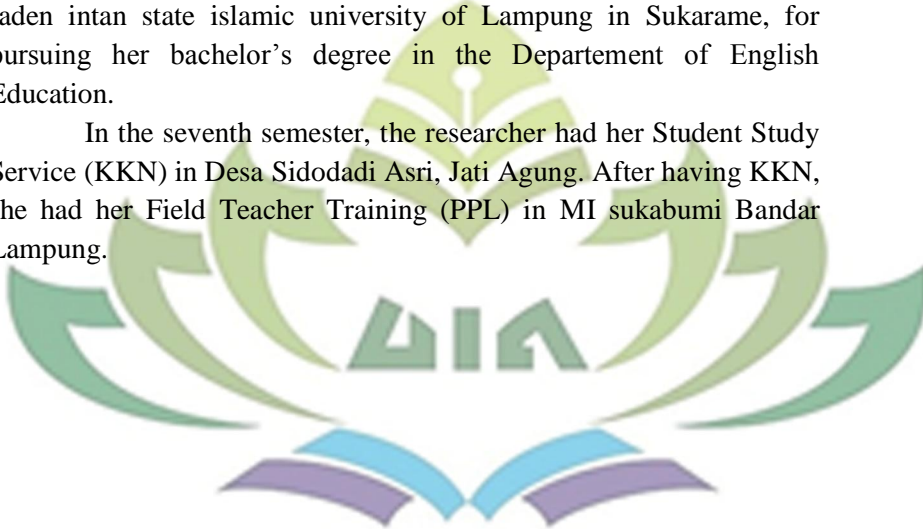
1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mr. Mulyadi and Mrs. Desi Oktiana who have provided me with unconditional loves and never ending supports, not only for the completion of my study but also for the success of my life I am thankful for having you by my side, and this thesis is absolutely also yours.
3. My beloved sisters Gista Permata Kusuma and My beloved brothers Ziya Ibnu Wafi and Ahmad Tazriel Mualim who have been very supportive, caring and generous during many difficult stages of my study in the university.
4. My beloved grandmother, I call her "Andung" Junaini who have been very supportive, caring during many difficult stages of my life.
5. All beloved lecturers, fellow classmates, and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.
6. The last, for people who have been present at the right time Redi Yuliawan.
7. My beloved Almamater and lecturers of UIN Raden Intan Lampung

## CURRICULUM VITAE

The author of this thesis is Desma Rizki Ananda, or famously called by his friends Desma She was born on september 10th 1997 in the city of Bandar Lampung, Desma is the first daughter of Mulyadi and Desi she has one sister and two brothers. They are Mutia octora, Ibnu, and azriel.

She went to kindergarten at TK Amalia in 2002-2003, before attending her elementary school in SDN 1 Kedaton (graduated in ....). Her junior high school at SMPN 3 Natar Lampung Selatan, and senior high school were completed in Diniyyah Putri Lampung Pesawaran (graduated in 2016). in between 2016 and 2023, she went to raden intan state islamic university of Lampung in Sukarame, for pursuing her bachelor's degree in the Departement of English Education.

In the seventh semester, the researcher had her Student Study Service (KKN) in Desa Sidodadi Asri, Jati Agung. After having KKN, she had her Field Teacher Training (PPL) in MI sukabumi Bandar Lampung.





## ACKNOWLEDGEMENT

Thanks to Allah, the almighty, most merciful, most beneficent for His blessing and mercy given to the researcher during her study and accomplishment of this thesis successfully. Then, may peace and salutation always be upon our prophet Muhammad SAW who has brought us from the darkness and the lightness era.

However, this thesis would not have been completed without the support, guidance, help, advice, and encouragement of countless people. Therefore, the researcher would like to express the deepest graduate to :

1. Prof. Dr. Hj. Nirva Diana M,Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
2. Dr Mohammad Muhassin,SS., M.Hum, the head of English Study Program at UIN Raden Intan Lampung.
3. Dr Mohammad Muhassin,SS., M.Hum, as the Advisor, who has patiently guided and directed the researcher and to support the researcher in finishing this thesis.
4. M. Ridho Kholid, S.S, M,Pd , as the Co – Advisor , I would like to thank you a million for the positive suggestions and directions and for the guidance that has guided with full of patience from the beginning until the researcher finished this thesis.
5. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher a lot of valueble lessons.
6. My beloved parents, Mr. Mulyadi and Mrs. Desi Oktiana for support, love, and everything that her cannot tell all in words.
7. My beloved sister and brothers, Mutia Octora, Ziya Ibnu Wafi and Ahmad Tazriel Mualim who ever tried to give me support and motivation for this thesis.
8. My dearest close friends Gista permata kusuma who always give me support, advices and always be there whenever I need in all the situation.
9. My beloved friends from Diniyyah Putri Lampung, Dira imeh yayang for always support and give me motivation for my study until now.

10. My beloved boy, The people who have been present at the right time Redi Yuliawan for always support and give me motivation for my study until now.
11. All of English Education class E has being my biggest support since 2016 until now.
12. My Almamater UIN Raden Intan Lampung.

Bandar Lampung, Maret 2023  
The Researcher

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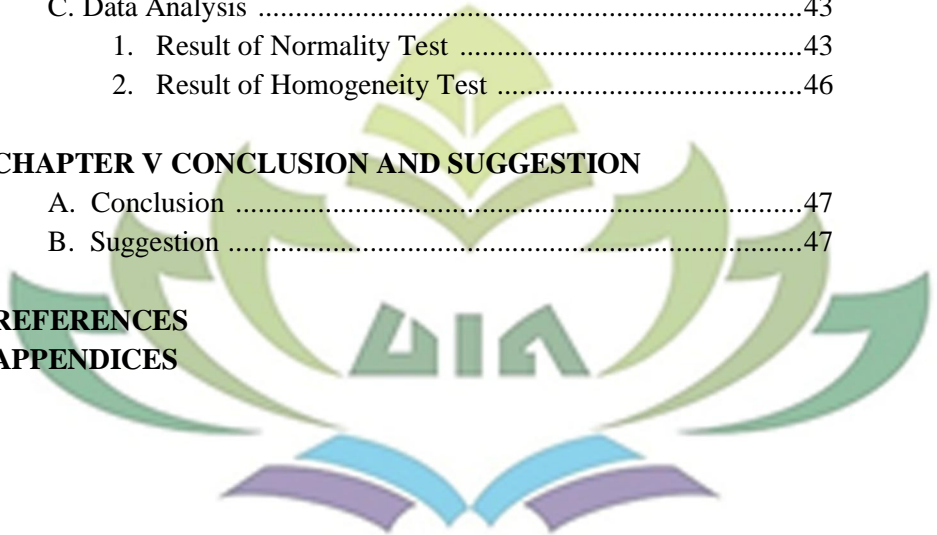
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## CHAPTER I

### A. Background of The Problem

Writing is a major part of good communication from an organization or individual. Having a good writing can help the reader to be able to communicate the messages clearly and easily compared to being explained face to face with one another or by telephone. According to Brown the differences between speaking and writing can also be seen from the language characteristics. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are some characteristics that differentiate written language from spoken language.<sup>1</sup> In other words, when people communicate orally, they can use different kinds of prosodic functions such as: Pitch, rhythm, pauses that allow them to get feedback from the audience. In contrast, These characteristics of speaking do not exist in writing because the context of communication is created by the words alone with no direct interaction between the writer and the reader.

Writing is one of the skills in English. Writing English for a foreign learner is difficult even for students. As the writer experience, in speaking people can ignore the grammatical aspect, but not in writing, people must select the appropriate grammar and vocabulary to arrange the words. Some of the problems faced by students that they are still confusing about using grammar because there is a different systematic rule in Indonesian Language Writing. According to Gillie writing is offer a powerful avenue towards finding out what one thinks, feels, knows, understands and remembers.<sup>2</sup> Writing is a way someone pouring mind paper to recall what has he knows. Supporting and enabling people to find their way into writing usually through art. When writing becomes a hobby then a person with feelings and thoughts they poured everything into writing that later can be a work of art.

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<sup>1</sup> Brown (1994)

<sup>2</sup> Gillie Bolton, Victoria Field, Kate Thompson, *Writing Works* (London: Jessica Kingsley Publisher, 2006), p.13.

In writing for learning students write predominantly to spread their learning of grammar and vocabulary of the language. According to Harmer, divides writing for learning into: a. Reinforcement writing b. Preparation writing c. Activity writing.<sup>3</sup>

Somehow we know in real life that writing is a small part of the learning and teaching process in some schools and that it is difficult for students to express their ideas or opinions in writing. Harmer also notes that process writing is a way of looking at what people do when they compose written text.<sup>4</sup> In addition, According to Richards that there is no doubt that writing is the most difficult skill for learners to master. The difficulties are not only in generating and organizing ideas but also in translating these ideas into readable texts.<sup>5</sup> Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as means of communication. Spelkova and Hurst did the research about the teachers' attitude to writing and process in Portugal and Latvia. They said that writing is the difficult skill than the other skill.<sup>6</sup> This problem is also faced by the students at SMP Ma'arif Andatu Dente Teladas Tulang Bawang when the researcher did the preliminary research.

The researcher did her preliminary research at SMP Ma'arif Andatu Dente Teladas Tulang Bawang by interviewing the teacher and giving the questionnaires to the students. Based on the interview section with the English teacher, the researcher got data showed problems in students' writing. She told that the students' ability in writing is still under average because of some reasons; (1) the students still got difficulties in finding ideas to write, (2) the students did the students due to lack of vocabularies, (3) the students had low

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<sup>3</sup> Harmer (2004)

<sup>4</sup> Jeremy Harmer, *How to Teach Writing* (6<sup>th</sup> Ed) (Edinburgh Gate: Pearson Education Limited, 2004), p. 12

<sup>5</sup> Richards, J.C. and Renandya, W.A., *Methodology in language Teaching: An Anthology of Current Practice* (Eds) (Cambridge: Cambridge University Press, 2002), p. 30

<sup>6</sup> Innelsa Spelkova and Nicholas Hurst, *Teachers' Attitudes to Skill and Writing Process in Latvia and Portugal*, Available on <http://web.letras.up.pt/nrhurst/Writing%20Article%20for%20APPI%20Journal.pdf> (access on Friday, October 12, 2014)

motivation in learning English.<sup>7</sup> The researcher also asked the students' score to the teacher. The scores were taken by the teacher in daily assessment of descriptive text. The teacher also said that there were many students who did not pass the minimum score, 75. The table below shows the scores of students' writing descriptive text.

**Table 1**

**Students' Score of Writing Descriptive Text at Regular Class of the ninth Grade of SMP Ma'arif Andatu Dente Teladas Tulang Bawang in the Academic Year of 2020/2021**

No	Students' Score	Number of Students	Percentage
1	$\geq 75$	6	27%
2	$< 75$	17	73 %
<b>Total</b>		23	100%

*Source: English Teacher in SMP Ma'arif Andatu Dente Teladas Tulang Bawang*

From the table above, it can be concluded that the test score from 23 students of regular class of the eighth grade of SMP Ma'arif Andatu Dente Teladas Tulang Bawang, there are 17 students (73%) got score under 65. Because the minimum achievement criteria of English subject in regular class of the eighth grade at the school is 65. It indicates that most of the students are facing the difficulties in mastering English.

Based on the questionnaires the researcher gave to the students, the researcher also found several factors contributing to the students' problems with learning English, especially when writing descriptive text. The problems faced by the students were that they struggled to start writing, struggled to develop the paragraph that fits the context, and the teachers' way of teaching English which was less interesting

To solve the above problems, the researcher recommended the guided question technique when teaching descriptive text. The guided questions are a teaching technique that involves asking students

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<sup>7</sup>Desma, an interview with an English teacher, SMP Ma'arif andatu dente teladas tulang bawang, Lampung, january 2021. Unpublished.



questions to guide learning. According to Traver, key questions are the basic questions that guide the students to understand. It shows us that this technique ensures students' understanding. For example, if students are still confused generating ideas or turning their opinions into paragraphs, the teacher can guide students by asking the questions. The questions are informational questions. As students ask these questions, they will figure out what to write. Because using this technique is a great way to increase student understanding, it can be the best solution for performing writing learning processes in class.

Student problems in the learning process of writing, namely the lack of student awareness in their ability to write, in the writing process there are students who can take part in the learning process but there are also those who do not understand, because students think writing skills are more difficult to master, such as having to know the exact vocabulary, grammar, and punctuation, therefore the role of the teacher in the process is very important in the teaching process. The teacher must also understand and understand psychology to motivate how the learning should be done.

The conclusion of the problems that exist between students and teachers is that the teacher and students must have good communication and collaboration so that there is understanding of each other, and form the attention of students to be interested in writing skills.

There are scientists who say, the most difficult skills for second language and foreign language students. so if it is not easy to have good writing skills effective and innovative learning processes will be needed.<sup>8</sup>

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<sup>8</sup> Richard, Jack C and Willy A Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.

This is states that mastering productive skill especially writing can be very stressful If they do not know the appropriate words or grammar to express the idea.<sup>9</sup>

From the existing problems, I will focus my research on writing descriptive text especially in the use of dictation technique. In this research the researcher took three previous research, The first one examined by Erika Yulia Puspitasari entitled The use of picture series to improve the writing skills of Tenth grade students of SMAN 1 srandakan in writing narrative text in the academic year of 2013/2014, based on research finding, it was tentative students of SMAN 1 were improved after the implementation of picture series in writing narrative text.<sup>10</sup>

The second study was examined by Intan Nurjanah Nasution entitled the implementation of dictation technique to increase students' ability in listening skill at SMK-1 alfattah medan , which resulted in this study is only an research that concern about using dictation in increasing writing skill. It is recommended to other researchers to investigate the effectiveness of dictation to towards the other language skills. And for the other researchers also suggested to use this study as a contribution to complete the other study to find better findings. It can be functioned as a guidance to conduct the other classroom action research.<sup>11</sup>

The third study research by Ninik sri wahyuni entitled the effect of using dictation technique on students' writing ability at SMP Karya Bhakti Kasiyan in the 2013/2014 academic year. Based on the result of the data analysis, it can be concluded that there is a significant effect of using dictation technique on students' writing ability at SMP Karya Bhakti Kasiyan 2013/2014 academic year. The score of the

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<sup>9</sup> Harmer, J. *How to Teach English*, ( London: Pearson Limited Editions, 2001), p. 25.

<sup>10</sup> Erika Yulia Puspitasari “*The use of picture series to improve the writing skills of Tenth grade students of SMAN 1 srandakan in writing narrative text in the academic year of 2013/2014*”

<sup>11</sup> Intan Nurjanah Nasution “*implementation of dictation technique to increase students' ability in listening skill at SMK-1 alfattah medan in the academic year of 2017.*”

students taught by using dictation technique were higher than the score of students' taught without dictation technique.<sup>12</sup>

Based on the previous research, the researcher come upon the difference of this research. The first previous focus on The use of picture series to improve the writing skills , the second previous focus on dictation technique to increase students' ability in listening skill, the last previous focus on dictation technique on students' writing ability . In this research, the researcher focus on Dictation Technique Towards in Students Writing Descriptive Text Ability.

### **B. The Identification Of The Problem**

Based on the background study above, the researcher identifies the problems as follows:

1. The students have difficulty in writing
2. The students have low motivation in learning English
3. The students are low in grammar and vocabulary
4. The students get difficulties in starting to write

### **C. The Limitation Of The Problem**

In this research, the researcher focuses the research only on the aim of finding Effectiveness of Dictation Technique towards Students' Ability In Writing Descriptive Text. The focus of text is in factual report to syllabus at the Second Semester of the Ninth Grade of SMP Ma'Arif Andatu Dente Teladas Tulang Bawang Lampung in Academic Year of 2020/2021.

### **D. The Formulation Of The Problem**

On the background of study and problems limitation above, the researcher formulates of the problem in this research as follows "Is there any effectiveness of using dictation technique toward in students' writing descriptive text ability.?"

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<sup>12</sup> Ninik Sri Wahyuni "the effect of using dictation technique on students' writing ability at SMP Karya Bhakti Kasiyan in the 2013/2014 academic year"

### **E. Purpose of the research**

To know whether about there is influence of using dictation technique towards in students' writing descriptive text ability at Ninth Grade of second semester in SMP Ma'Arif Andatu Dente Teladas Tulang Bawang Lampung in academic year of 2020/2021.

### **F. Scope of the Research**

In the research, the researcher included some kinds of information as the scope of the research. They are as follows:

1. Subject of the Research

The subject of the research is the students of Ninth grade of SMP Ma'Arif Andatu Dente Teladas Tulang Bawang Lampung.

2. Object of the Research

The object of the research is students' dictation technique and their ability in writing descriptive text.

3. Place of the Research

The place of research will be conducted at SMP Ma'Arif Andatu Dente Teladas Tulang Bawang Lampung.

4. Time of the Research

The time of the research will be conducted at the first semester of 2020/2021 academic year.



## CHAPTER II

### LITERATURE REVIEW

#### A. Definition of writing

Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Writing as one of four language skills is considered a difficult skill and it is also a difficult subject in the school. It is because students have to produce a text by using English correctly according to the grammatically correctness. The students have to write what they think in their mind and state it on a paper by using correct procedure, in narrative text for instance. Writing also needs series practices to develop this skill. It cannot be achieved in one time learning only.

States that writing is a way to produce language and express ideas, feelings, and opinions.<sup>13</sup> also mentions that writing involves planning what we are going to write. First, is drafting.<sup>14</sup> Next is reviewing and editing what we have written and producing a final version. Writing as a form of problem solving in which the writer is faced with two main tasks: a) generating ideas, and b) composing these ideas into a written text that meets the needs of the readers and efficiently communicates the authors' messages.<sup>15</sup>

Furthermore states that writing is the communication of content for a purpose to an audience.<sup>16</sup> Therefore, writing can be said as a process of giving and putting idea or message into words. In short, the successfulness in writing is depend on how much the readers can understand what the writer's mean. So, to be a good writer is not easy because a writer must pay attention to principal purpose or writing and also must consider the aspects of writing in his writing.

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<sup>13</sup>Jeremy, harmer, *how to teach*. (England: pearson education, 2004).

<sup>14</sup>jeremy, harmer, *the practice of English language teaching*, 3rd Ed, (New York: person education limited, 2001).

<sup>15</sup>hamp, lyons, *study: writing: a course in writing skills for academic purposes*, 2<sup>nd</sup> Ed (cambridge: cambridge unicersity press, 2006).

<sup>16</sup>peha S, *writing teacher's strategy guide*. (available at: [www.ttms.org](http://www.ttms.org). accessed on february 10, 2015).

Moreover, states that writing is transferring oral language into writing language.<sup>17</sup> Another expert such states that writing is indirect communication which we transfer our thought and felling grammatical and vocabulary with symbol written. It means that writing deals with the content.<sup>18</sup> It can be said that writing is converting oral to written language according to grammatically correctness. Writing also deals with the basic purposes of writing by conveying and exploring our thoughts and fellings.

Meanwhile, states that writing is a way to produce language that the writers do naturally when they speak.<sup>19</sup> Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizing their ideas, putting them on a paper and reshaping and revising them. states that writing is recursive. It goes back and forth we plan a, put words on paper, stop plan when we want to say next, go back and change a sentence, or change their minds altogether.<sup>20</sup> states that writing is a continous process of thinking and organizing, rethinking, and reorganizing. It means that writing is complex activity in our mind in processing and creating sentences in the papers. It is like Palmer's said, writing is recursive. It goes back and forth we plan a little, put words on paper, stop plan when we want to say next, go back and change a sentence, or change their minds altogether.<sup>21</sup>

Referring to the expert opinion above, it can be concluded that writing is a complex activity of converting oral to written language according to grammatically correctness to convey the message or the writer's mean and it cannot be separated from its principal purposes for conveying or exploring the ideas, thoughts and fellings.

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<sup>17</sup>Langan, John. 2001. English Skill. New York: Mc Graw-Hill Companies, Inc

<sup>18</sup>assyarif,(2004:4).

<sup>19</sup>meyers,*gateways to academic writing:effective sentences pharagraph and essay*.(New York:longman,2005).

<sup>20</sup>Palmer,*developing cultural literacy through the writing process*.(USA:Longwood professional book,1994).

<sup>21</sup>Boardman,*writing to communicate(pharagraph and essay)*,(New York:longman,2002).

## **B. Aspect of writing**

In order to write well, there are several aspects which should be considered by students. proposes five aspects of writing, namely grammar, form, vocabulary, mechanic, and style.<sup>22</sup> The following aspects can be explained as follows:

### 1. Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

### 2. Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

### 3. Vocabulary

Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

### 4. Mechanic

Mechanic refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We have to pay attention to the use of the punctuation and applying of the word of sentences.

### 5. Style

Style means the choice of structure and lexical items to give a particular tone to the writing. It should be noted that the choice of lexical item to be used in writing must be accordance with the readers.

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<sup>22</sup>harris,david,*teaching English as a second language*.(New York:Mc.Graw-Hill book company,1979).



Teaching writing is a combination of several activities to teach students how to express the ideas or the imagination in writing forms. In those activities, usually teacher applies some relevant materials to the students. It is very important for the teacher to provide the materials which are relevant to the students' interest and needed because those materials can motivate students in learning writing. As we know that the principal purpose of teaching writing is to make students can express their ideas, thoughts or feeling on the papers meaningfully. So, in teaching writing, teachers should focus and apply some improvisations if needed to make teaching learning writing process interesting for students in order to achieve the basic purpose of teaching writing above.

States that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. According to that statement, to make someone know, understand, and can do something well, professional teacher is needed.<sup>23</sup> Those cannot reach maximal if the teacher is not professional. Professional means that they generally can make a hard material in teaching learning process become easy to understand by students. In short, in every teaching, teacher must help students, guide them successfully in learning the materials in order to make them understand and can do something well.

Futhermore, states that teaching writing is a unique way to reinforce learning. Referring to that statement, teaching writing can be a good step in teaching, teaching speaking skill for instance.<sup>24</sup> It is because in teaching writing, students are hoped to be able to express their ideas or thoughts on the papers. It is like in speaking. The difference is if product of writing is in written language while in speaking is in oral language. It means that teaching writing is very important in order to build students' language skill.

Therefore, teacher should know the problems which is faced by the students during teaching learning process in order to know the appropriate ways to overcome the writing problems in writing

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<sup>23</sup>Brown, H.Douglas. 1980. Principle of Language Learning and Teaching. London : Longman

<sup>24</sup>Raimes, Ann. 1983. Technique in Teaching Writing. New York. Oxford University press,p27.

class.also states that in order to be successfull in writing, an English teacher should guide the students in writing, in which the material presented are relevant to their interest, needs, capacities and age until they are able to make composition with few even or no error.<sup>25</sup>Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for teacher to provide the materials which are relevant to the students' interest and needs.

### C. Concept of Writing Process

In process of teaching learning writing, the students might have enough time to express their idea, thoughts or feelings in written form. But, there are some elements of writing skill that should be considered in teaching learning writing, namely form/organization, vocabulary, content, language use, and mechanic. Those elements cannot be separated each other. So, to make the students to be able to write well, it is teacher's duty. Teachers must teach all those five elements. In other words, teaching writing guides the students not only to write sentences in text, but also to recognize ideas, thoughts or feelings in written form.

#### 1. Pre-writing

In pre-writing, the writer selects the general subject, restrict the subject, generate the ideas, and organize the ideas.

#### 2. Writing

In this step, the writer sets the ideas in his minds into words, sentences, paragraph, and etc. on the papers.

#### 3. Re-writing

The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.<sup>26</sup>

In conclusion, the English teacher should be a facilitator for helping and guiding the students when composing their writing. Not only that, but also teachers must ready to provide the materials which are relevant to the students' interest, needs, and appropriate to the situation and condition. As we know that interesting activities can

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<sup>25</sup>Raimes, Ann. 1983. Technique in Teaching Writing. New York. Oxford University press,p149-15.

<sup>26</sup> Edelstein and Pival (1988:11)

motivate students and make them enjoy in teaching learning process, in this case by using textless comic.

#### **D. Concept of Teaching Writing**

Writing is one of the language skills in English that should be required by the students. In other words, the role of the teacher is very important to help the students to master the writing skill. According to Praveen and Patel in the beginning the teacher must teach everything by demonstration. It is very necessary that the teacher gives give students necessary practice in pattern drawing. It helps the students to write correct spelling because they have reproduce the visual image that get while reading. The teaching of print script is profitable also because it give less strain to the muscles because effort is not to be made to join letters<sup>27</sup>. Therefore, the teacher must give explanation about how the grammar and the example for the student so the student can easily to practice writing.

According to Beth, writing begins with a passion for the subject, passion for the genre, passion for the ideas. Passion is the engine that drives writing. Without it, writers cannot sustain the energy to finish. Students do not truly learn to write until they fall in love with a story, a genre, a subject, or an idea and write about it with all their heart<sup>28</sup>. Likewise, the start of writing is what we love to write such as we love a story, a genre or a subject. That can supply our idea to write. According to Harmer, he says that by far the most important reason for teaching writing of course is that a basic of language skills.<sup>29</sup> The process of teaching Harmers also says that in teaching writing, first students write a composition in the classroom which the teacher correct and hands back the next day cover in red ink. Before getting students to write we can encourage them to think about what they are going to write by planning the content and sequence of what they will put down on paper. Based on that statement, the writer

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<sup>27</sup>M. Jain. Praveen and Patel, *English Langaage Teaching (Methods, Tool and Technique)*, (Rajpur: Sunrise Publishers and Distributors, 2008),p.126

<sup>28</sup>BethLindy and Means, *Teaching Writing in Middle School (Tips, Trick and Technique)*,(California: Greenwood Publisher,1998), p.21

<sup>29</sup> Jeremy Harmer, *The Practice Of English Teaching* (Edinburgh Gate: Longman, 2007), p.23.

assumes that teaching writing is started from the easiest one so the student is easier to understand. Then the students have to know what he or she likes to write.

### **E. Types of Writing**

Douglas Brown said that the genre of writing there are:

#### a. Academic writing

The academic writing including papers and general subject report essay, composition academically, focus journals, shorts answer test response, technical report, theses, and dissertations.

#### b. Job related writing

Job related writing includes the message, letters/emails, memos, reports, schedules, labels, advertisements, announcements, and manuals.

#### c. Personal writing

Personal writing includes letters, emails, greeting cards, invitation message.

Types of writing according to Douglas Brown there are:

#### a. Imitative

To produce written language the learner must attain skill in the fundamental, basic task of writing letters, words, punctuation and very brief sentences.

#### b. Intensive (controlled)

Beyond the fundamental of imitative writing skill in producing appropriate vocabulary within context collocations and idioms and correct grammatical features up to the length of sentence.

#### c. Responsive

Here assessment tasks require learners to perform at the limit discourse level, connecting sentences into a paragraph and creating a logically connect sequence of two or three paragraphs.

#### d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for purposes, up to the length of an essay, a term paper, a major research project report or even a thesis.

Based on the type or genre of writing, the writer it can be concluded that based on the above statement that writing the text says included in the responsive, because in this type of responsive students connecting sentence into a paragraph and creating a logical connecting sequences two or three paragraphs.

### F. Concept of Dictation Technique

#### A. Definition of Dictation Technique

Davis and Rinvoluceri, defines dictation as decoding the sounds of (English) and recording them in writing.<sup>30</sup> Dictation is when the teacher reads the passage three times. The first time the teacher reads it at a normal speak, while the student just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down that they have heard . the last time the teacher again reads at a normal speed, and students check their work.<sup>31</sup> In the Longman dictionary of applied Linguistics, „dictation „ is defined as

technique used in both language teaching and language testing in which a passage is read aloud to student or test takers, with pauses during which they must try to write down what they heard as accurately as possible. From the definition above, we can conclude that „Dictation“ is a process to listening something (may be sentence, word or passage)from the teacher and the students record it in the their mind then write down in the their note. And students hoped to perceive the contents of the passage and recognized all the words and

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<sup>30</sup> Semin Kazazoğlu. *Dictation as a Language Learning Tool*, Elseiver Ltd., 2012.

<sup>31</sup> Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*. (Oxford University press, 2000) p. 31

sentences being read so that they are able to put these aural codes into written symbols.

Dictation is used to evaluate most of aspects of language simultaneously. It means that when students do the dictation , they do not only pay attention to the sound of the words read by the teacher but also understand about the meaning and be able to transfer the dictated passages to their book note. They forced to pay attention to the passage dictated and write down what they perceive by sound, sight and feeling in the second language at the same time span allowed for a response in the first language. if they fail to concentrate on their listening, they will not able to make quick guess what they actually have to write. It is clear implies that dictation is used to assess the student's ability, in this case is listening skill. This technique hoped can be motivated students in learning English and check whether the teaching aims have been satisfactorily fulfilled or not.

### **B. Types of Dictation**

According to Oller, 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 :

#### **1. Standard dictation**

Standard dictation is probably the best known. Students are required to write verbal sequences of material as spoken by a teacher or played back from a recording. The material should be presented at a normal conversational speed and is given in sequences that are long enough to challenge students short term memory.

#### **2. Partial dictation**

It is also called spot dictation. This type has close relation with the standard dictation, but the students are given either the written version of the text or the spoken one. The students must listen to the spoken material and fulfill in the missing portion in the written version. It is easier to perform because more sensory information is given concerning the message; a partial version and a complete spoken version.

### 3. Dictation with competing noise

This type dictation is rather difficult because the material is presented with adding noise. The kind of dictation drills the students to be used to every day 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 to public address system in a busy situation, etc.

### 4. Dicto-Comp

This type of dictation is actually a combination of two forms, namely dictation and composition. Here, the teacher read the whole passage three times and the students are only given chance to write their work after the teacher has finished the third reading. They should recall the whole story and write the story as a reproduction of what they heard.

### 5. Elicited imitation

In this case, the student listen to the material, but instead of write down the material, the students are asked to repeat it or otherwise recount what was said.<sup>32</sup> is a research technique aiming at revealing learners' grammatical competence (see competence/performance ) by requiring them to repeat sentences, the argument being that, when their capacity is strained, their mistakes will reveal their underlying rule system.

The researcher will use one of the types mentioned above, namely Disti-comp because this type is very suitable for students writing and improving grammar and adding and developing the language they already have from what the teacher has dictated repeatedly to rewrite the story.

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<sup>32</sup> J. W. Oller, *Language Test at School*, (London: Longman, 1979) p.264

### C. The procedure of dictation technique

Applying dicto-comp technique in teaching writing needs some procedures. The basic procedures of dicto-comp technique are as follows:

1. Select a short text appropriate for students
2. Prepare the students for the text
3. Read the text out at normal speed for several times, maximal 3 times.
4. After that they must write it from their memory. The students can add their own word where necessary.<sup>33</sup>

### D. The Advantages of Using Dicto-Comp Technique

There are some advantages of dicto-comp, they are:

1. Challenging, student hears the passage only twice and have to use their own knowledge of language to rewrite it,
2. Students focus, focus on language accuracy as well as meaning
3. Dicto-comp not only requires the students to write but demand careful listening and retention of the material read out.<sup>34</sup>

From the explanation above the writer concludes that dictation composition (dictocomp) can make the students challenging, because in dicto-comp not only requires the students to write but also demands careful listening and retention of the material read out. It involves the students' ability to listen carefully, to summarize, and elaborate, and also can increase their writing ability

### E. The Disadvantages of using Dicto-Comp technique

There are some disadvantages of dicto-comp, they are:

1. Teacher voice note comprehension
2. Teacher effect the word they are hearing.<sup>35</sup>

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<sup>33</sup> I.S.P. Nation ,*Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2008), p.99.

<sup>34</sup> Bashiruddin, A. *Variations in dicto-comp*. English Teaching Forum, 1992, p.2.

<sup>35</sup> Wajnryb, *Dictocomp*, Available on: <http://Teacher-tools/Dictocomp-wajnryb-1988-1999>. Retrieved on February 28th, 2017.



So, the teacher must pay attention spelling, intonation, and the other when read the text.

### **F. Concept of descriptive text**

#### **A. Definition of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.<sup>19</sup> In other words, descriptive is a text that describes the features of someone, something or place based on the real condition of them.

#### **B. Types of Descriptive Text**

**Douglas Brown said that the genre of writing there are:**

##### 1. Academic writing

The academic writing including papers and general subject report essay, composition academically, focus journals, shorts answer test response, technical report, theses, and dissertations.

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##### 5. Intensive (controlled)

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## 6. Responsive

Here assessment tasks require learners to perform at the limit discourse level, connecting sentences into a paragraph and creating a logically connect sequence of two or three paragraphs.

## 7. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for purposes, up to the length of an essay, a term paper, a major research project report or even a thesis.

Based on the type or genre of writing, the writer it can be concluded that based on the above statement that writing the text says included in the responsive, because in this type of responsive students connecting sentence into a paragraph and creating a logical connecting sequences two or three paragraphs

### C. The Example of Descriptive Text

#### **The Prambanan Hinduism Temple**

Prambanan is a stunningly beautiful building which was built in the 10th century during the supremacy of king Rakai Pikatan Balitung. Risen as high as 47 feet (5 meters higher than Borobudur Buddhist temple), the foundation of this temple has answered the expectation, to show Hindu triumph in Java island. (**IDENTIFICATION**)

This temple is placed 17 kilometers from the central of the city, in the middle of the area that becomes a beautiful park now. There is a common belief that Javanese people always tell about this temple to their descent. Prambanan temple has three core temples in the primary yard, which are named as Vishnu, Brahma, and Shiva. The third temple represents Trimurti in Hindu belief. All those three temples are facing east. Each of three main temples has an accompanying temple facing to the west. They are Nandini temple for Shiva, Swan temple

for Brahma, and Garuda temple for Vishnu. Moreover, there are some other temples around. They are two temples wedge, four of the temple curtain, and 4 temples in each edge. The second page of this temple has 224 temples. (*DESCRIPTION*)

### **G. Frame of Thinking**

In the learning English, there are four basic skills that should be master by the students of foreign language learner namely listening, speaking, reading and writing. The use of Dictaion as a technique is one of the ways which can be use the teacher in order to increase students' writing ability in Descriptive text. Students will be respectfully motivation because there is a technque in the learning process from the teacher.

In the school, Based on the observation, many of students had any difficulties in knowing what they write. They just hearing what the people said whereas some of them doing something else at the time of teaching process in write subject. Regarding to this problem, effort need to be implemented to help the students easier in write comprehension. Because of that, the researcher choose the dictation technique to solve the problem. The use of dictation technique expectedly could solve the student's listening problems and their writing skill.

The use of dictation technique will apply on writing, especially for the tenth grade of SMP Ma'Arif Andatu Dente Teladas Tulang Bawang.

### **H. Hyphotesis**

The Hypothesis of the research as follows:

Ha: There is effectiveness of using dictation technique towards students' writing descriptive text ability at the ninth grade of SMP Ma'Arif Andatu Dente Teladas Tulang Bawang in the academic 2020/2021.

H<sub>0</sub>: There is no effectiveness of using dictation technique towards students' writing descriptive text ability at the ninth grade of SMP Ma'Arif Andatu Dente Teladas Tulang Bawang in the academic 2020/2021.

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