



## THE USE OF DICTATION METHOD IN ENGLISH WRITING ACHIEVEMENT AT SMP NEGERI 31 PALEMBANG

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### ABSTRACT

This study examined the implementation and effectiveness of the Dictation Method in enhancing English writing achievement among seventh-grade students at SMP Negeri 31 Palembang. The research addressed two main questions: first, how students respond to the Dictation Method in their English learning; and second, how teachers implemented this method in classroom practice. Data were collected through surveys administered to 132 students across four classes, employing Likert scale analysis to gauge student perceptions. Results indicated overwhelming student approval (96%) of the Dictation Method. This study examined the implementation and effectiveness of the Dictation Method in enhancing English writing achievement among seventh-grade students at SMP Negeri 31 Palembang. The research addressed two main questions: first, how students respond to the Dictation Method in their English learning; and second, how teachers implemented this method in classroom practice. Data were collected through surveys administered to 132 students across four classes, employing Likert scale analysis to gauge student perceptions. Results indicated overwhelming student approval (96%) of the Dictation Method.

*Keywords: Dictation Method, English writing achievement, student response, teacher implementation, language proficiency*

### 1. PENDAHULUAN

In Indonesia, English is considered a foreign language and is a mandatory subject from elementary school through university, highlighted its significance (Theriana, 2021). Writing, as a critical component of language education, demonstrates proficiency in composition and idea expression, particularly for learners of English as a second language (Anggun et al, 2022). Writing proficiency enables effective communication of ideas, emotions, and thoughts, essential in both formal and informal contexts (Anggun et al, 2024).

To improve student achievement, educators must critically evaluate learning models and adapt them to enhance writing proficiency (Supriyanto, 2023). Writing skills are increasingly recognized as essential for academic and professional success (Andini, 2023). Dictation, a traditional language teaching method, involved students transcribing spoken passages into writing, aiding in language comprehension and writing proficiency (Yuniarti, 2022). It fosters listening, writing, and organizational skills, benefiting reading and writing abilities (Burns, 2018).

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The dictation method of writing achievement is a process where an individual dictates their thoughts, ideas, or content to another person who transcribes it into written form. This approach has been used historically for various reasons, included its efficiency and ability to capture information accurately and quickly. According to cognitive load theory (Bobbis, et al, 1993), learning and performance are influenced by the amount of mental effort required to process information. In the context of dictation, this theory suggests that by relieved the individual of the cognitive load associated with typing or handwriting, they can focus more on generated and articulating ideas effectively. This potentially leads to higher-quality content as mental resources are allocated more efficiently to content creation rather than motor skills involved in writing.

Research on the used of the dictation method in achieving English writing skills at SMP Negeri 31 Palembang provided several significant benefits. First, this method could help improve students' listening skills because they have to understand and write down what the teacher dictates. Second, dictation can improve spelling skills and vocabulary use because students must pay attention to details and correct sentence structure. Apart from that, this method could also help measure students' ability to capture information verbally and apply it into good and correct writing. Therefore, this research provides valuable insights into how certain teaching approaches could influence students' learning achievement in English.

It is hoped that dictation via audio would be useful in made it easier for students to develop their writing achievements, so that students could found out grammatical, spelling and pronunciation errors through the audio they hear correctly. Therefore, the intended

research title is "The Use of Dictation Methods in English Writing Achievement at SMP Negeri 31 Palembang".

**2. LITERATURE REVIEW****The Concept of English**

Language is thought to be crucial to communication. According to (Arianda, 2023), Communication is defined as an interaction between an information provided and a recipient utilized spoken or nonverbal language that would affect an individual's behaviour through their senses. Thoughts, emotions, feelings, and desires could be clearly expressed through language. Since language is essential for daily tasks, many people study foreign language like English. Thus, English is taught as a foundation for.

According to (Theriana, 2023) English has nearly become the universal language of the modern era, covered business, economics, politics, and education. Learning English has become widely known in the educational community, particularly in Indonesia, even though it is a required subject from elementary school through college. As a result, in order to raise the calibre of instruction, students were asked to give an evaluation how the class is doing in relation to the methods or resources that were employed. It's feasible to ascertain the challenges and advantages of learning activities since students' perspectives on improved the quality of learning were quite valuable.

In addition to its importance as a communication tool, English is also crucial for education. Learning English in SMP Negeri 31 Palembang may offer children a number of possible advantages if the instructional goals and methods are appropriate for the learners ages.

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**Vol 7 No. 2 (2024): ESTEEM****The Concept of Writing**

Writing is the most efficiently acquired when practice in writing parallels practice in the other skills. Writing provided an excellent consolidated activity. Writing is also useful for setting homework exercises and for some class text. It has been suggested that writing is hailed a service activity for most students rather than an end in itself; the teacher was communication in education. According to (Herlina et al, 2023) English being taught to Indonesian students with the goal of enhancing their oral and written communication skills in the language. English is one of the most important international languages for active communication in the current globalization period. With the advancement of knowledge and technology, English has become a universal language for written and spoken communication in all lands world-wide (Putri, 2022). Learning English is a necessary skill that must be practiced because it is one of the most important aspects of a student's education (Syakur, 2022). Found that the problem 'how much writing?' soon solves itself. (Ningrum, 2017).

Writing is a kind of linguistic behaviour; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. The decision on how much writing to include was made independently according to the needs of each group of students. (Siswantoro, 2008). From the definition above, the writer concluded, writing is activity and the content of communication to put information in the written form that has purpose for transferring ideas and information to audience.

**Definition Writing Achievement**

Achievement, according to Supriyanto, (2020), is a measure of how well students were learning in accordance with the curriculum and methods that serve as the foundation for implemented education. Writing exam, consequently, success is crucial to the learning process because it allows us to gauge how well pupils were learning and to learn more about their abilities. The outcome that students attain after studied English as a subject over time is writing achievement. According to Pratama, (2019), Writing Achievement is the capacity of students to convey their ideas, thoughts, and feelings through written work, as assessed by a writing assessment.

According to Roswati taken by Rosmiyati, Hatim, Sartika (2023) define English writing achievement as the outcomes of the English language acquisition process that students receive in the form of grades from teachers. Accordingly, students' knowledge, abilities, and test results that they obtain during a designated learning period are represented by their achievement.

**Concept Dictation Method**

Dictation is a form of presented study material where students replicate what the teacher says vocally, according to Vitriyati, (2021). Writing down anything someone else's words or readings was called dictation. In order to help pupils write more fluently, dictation has been a popular writing instruction technique in recent years. According to Sari, (2022) Dictation plays a number of roles in the teaching and learning process, include offered grammatical exercises, demonstrated paragraph content, reviewed vocabulary, and introduced new structures.

According to the definition given above, dictation is a type of assessment

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that tests students' comprehension of spelling vocabulary and short-term memory in addition to their ability to comprehend what is being said. According to Saragih, (2022), Dictation could be a helpful teaching tool for English if it is properly incorporated into the lesson plans.

**3. RESULTS AND DISCUSSION****In this formula:**

Frequency of Responses in Category: This refers to the number of respondents who selected a particular response option on the Likert scale (e.g., "Strongly Agree", "Agree", "Neutral", "Disagree", "Strongly Disagree").

Total Number of Responses: This is the sum of all responses received for that particular question or item.

Percentage

$$P = \frac{f}{n} \times 100\%$$

**Results of the Data**

The majority of students (55%) strongly agree with the use of dictation in their English writing and listening learning process, with 41% agreeing and 55% being fair.

Based on the results from the questionnaire:

55% strongly agree

41% agree

5% fair

0% strongly disagree

0% disagree

The results used the Likert scale analysis:

- a. Strongly Agree (55%) and Agree (41%): 96% of respondents strongly

agree with the dictation method, finding it suitable and enjoyable.

- b. Fair (5%): A minority of respondents, despite being a smaller proportion, have a neutral or mixed opinion about the dictation method, indicating a mix of enjoyment and dislike.
- c. Strongly Disagree (0%) and Disagree (0%): The dictation method is generally well-accepted among students for English writing and listening learning, as no respondents strongly dislike or oppose it.

**Overall Analysis**

- a. Positive Reception: The majority of respondents (96%) express a strong preference and satisfaction with the dictation method for learning to write and listen.
- b. Neutral Response: A small percentage of students (5%) gave a fair response, suggesting they may have mixed feelings or find the method moderately suitable.
- c. Negative Reception: The respondents did not express strong disagreement or dislike towards the dictation method, suggesting that opposition or dislike towards it is minimal.

**Implications**

- a. The dictation method is highly favoured by students for their English writing and listening learning process, as evidenced by a high 96% positive response.

The researcher found that students initially found the dictation method engaged and simulated, especially in learning English grammar. Dikte could be made more engaged, excited, and beneficial for students, include increased engagement during class, assistance with writing assignments, and guidance on accessed challenged texts, all contributed to student empowerment.

**Vol 7 No. 2 (2024): ESTEEM****Dictation Integrated Method  
Statement number 1**

Based on the data provided from the questionnaire with 132 respondents regarded the statement number 1 about the dictation method in English lessons made it easier to listen to English words, here is the interpretation used a Likert scale analysis:

- a) 43.94% (58 students): This percentage represents the number of students who strongly agreed that the dictation method in English lessons made it easier for them to listen to English words.
- b) 41.67% (55 students): This percentage represents the number of students who agreed with the statement.
- c) 9.85% (13 students): This percentage represents the number of students who were neutral about the statement.
- d) 1.51% (2 students): This percentage represents the number of students who disagreed with the statement.
- e) 3.03% (4 students): This percentage represents the number of students who strongly disagreed with the statement.

**Likert Scale Analysis:**

- Positive Responses (SA + A):  
43.94% (SA) + 41.67% (A) = 85.61%

This indicates that 85.61% of the respondents either strongly agreed or agreed that the dictation method in English lessons made it easier for them to listen to English words.

- Neutral Response: 9.85%

Approximately 9.85% of respondents were neutral about the statement, indicated they neither agreed nor disagreed strongly.

- Negative Responses (D + SD):  
1.51% (D) + 3.03% (SD) = 4.54%

A total of 4.54% of respondents disagreed or strongly disagreed with the statement. The majority of respondents (93.18%) strongly agree that audio dictation is effective in teaching English accents, indicated that it is viewed positively by students as a way to enhance their English language skills.

**Statement number 2**

Regarded the statement number 2 about introducing accents in English through audio dictation in class, here is the Likert scale analysis:

- a) 46.97% (62 students): This percentage represents the number of students who strongly agreed that they introduce some accents in English by writing to audio using the dictation method.
- b) 46.21% (61 students): This percentage represents the number of students who agreed with the statement.
- c) 6.82% (9 students): This percentage represents the number of students who were neutral about the statement.
- d) 0% (0 students): This percentage represents the number of students who disagreed with the statement.
- e) 0% (0 students): This percentage represents the number of students who

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strongly disagreed with the statement.

**Likert Scale Analysis:**

- a) Positive Responses (SA + A): 46.97% (SA) + 46.21% (A) = 93.18%

This indicates that 93.18% of the respondents either strongly agreed or agreed that they introduce some accents in English by writing to audio using the dictation method.

- b) Neutral Response: 6.82%

Approximately 6.82% of respondents were neutral about the statement, indicated they neither agreed nor disagreed strongly.

- c) Negative Responses: 0%

There were no respondents who disagreed or strongly disagreed with the statement.

The data shows a strong positive perception among respondents regarding the effectiveness of introducing accents in English through audio dictation in class. The vast majority (93.18%) either strongly agreed or agreed with the statement, indicating that the dictation method is perceived as beneficial in helped students learn and practice different English accents. This high level of agreement suggests that integrating audio dictation for accent practice is viewed favourably by students in enhancing their English language skills.

**Statement number 3**

The researcher found that incorporated audio dictation with dictation instruction significantly improves students' pronunciation skills, with 96.97% of respondents strongly agreeing, indicated its effectiveness in English pronunciation.

The dictation method's suitability and acceptance among students are bolstered by the negligible negative responses, indicating no significant barriers or objections to its used.

- a) 1.51% (2 students): This percentage represents the number of students who disagreed with the statement.
- b) 3.03% (4 students): This percentage represents the number of students who strongly disagreed with the statement.

**Likert Scale Analysis**

- Positive Responses (SA + A): 43.94% (SA) + 41.67% (A) = 85.61%

The survey results show that 85.61% of respondents strongly or partially agree that the dictation method in English lessons enhances their ability to listen to English words.

- Neutral Response: 9.85%

9.85% of respondents were neutral, indicated they did not strongly agree or disagree with the statement.

- Negative Responses (D + SD): 1.51% (D) + 3.03% (SD) = 4.54%

A total of 4.54% of respondents disagreed or strongly disagreed with the statement.

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The majority of respondents (85.61%) positively perceive the dictation method in English lessons, with a small percentage.

**Statement number 4**

Regarded the statement number 4 about whether listening used the dictation method keeps new words memorable, here is the Likert scale analysis:

- a) 57.58% (76 students): This percentage represents the number of students who strongly agreed that listening used the dictation method keeps new words memorable.
- b) 39.39% (52 students): This percentage represents the number of students who agreed with the statement.
- c) 3.03% (4 students): This percentage represents the number of students who were neutral about the statement.
- d) 0% (0 students): This percentage represents the number of students who disagreed with the statement.
- e) 0% (0 students): This percentage represents the number of students who strongly disagreed with the statement.

**Likert Scale Analysis:**

- Positive Responses (SA + A): 57.58% (SA) + 39.39% (A) = 96.97%

This indicates that 96.97% of the respondents either strongly agreed or agreed that listening using the dictation method keeps new words memorable.

- Neutral Response: 3.03%

Approximately 3.03% of respondents were neutral about the statement, indicating they neither agreed nor disagreed strongly.

- Negative Responses: 0%

There were no respondents who disagreed or strongly disagreed with the statement.

This analysis reveals a very positive perception among respondents regarding the effectiveness of the dictation method in helping to remember new words. The overwhelming majority (96.97%) of respondents either strongly agreed or agreed that listening to dictation makes new words memorable. This indicated that the dictation method is highly valued for its ability to reinforce vocabulary acquisition and retention among students. The absence of negative responses suggests strong consensus on this aspect of dictation's effectiveness in language learning.

**4. CONCLUSION**

Based on the Likert scale analysis provided for the statements related to the used of the dictation method in English language learning at SMP Negeri 31 Palembang, several key findings and implications. In summary, the survey findings strongly support the used of the dictation method as a beneficial approach in enhanced English writing achievement among students at SMP Negeri 31 Palembang. The method's positive reception among students underscores its

effectiveness in improving various language skills and fostering a conducive learning environment in the classroom.

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Students' Response to Dictation Method:

The majority of students responded positively to the application of the dictation method in English writing achievement. According to Likert scale analysis, 96% of students either strongly agreed or agreed that they found the dictation method suitable and enjoyable. None of the respondents strongly disagreed or disagreed with its use, indicating widespread acceptance and satisfaction with the method among students.

Implementation of Dictation Method:

The study found that the dictation method was effectively implemented by teachers to enhance English writing achievement. Students perceived that the method helped them in listening to English words, learning different English accents, pronouncing words correctly, remembering new words, distinguishing English, and improving overall language skills.

Benefits and Student Empowerment:

The findings suggest that the dictation method not only supports academic achievement but also contributes to student empowerment. Students felt engaged, stimulated, and equipped with effective learning tools, which enabled them to take an active role in their own education. This empowerment aspect is crucial as it fosters confidence and competence in language learning tasks.

Effectiveness in Language Learning:

Across various dimensions such as listening skills, pronunciation, vocabulary retention, understanding grammar, and supporting speaking and listening skills, students overwhelmingly perceived the

dictation method as effective. Positive responses ranged from 85.61% to 96.97% across different aspects of language learning, indicating a high level of consensus on its benefits.

Implications for Teaching and Learning:

The study concludes that the dictation method is highly valued by students and contributes significantly to their educational experience and language learning outcomes. The positive feedback underscores its potential as a valuable pedagogical tool for enhancing English language proficiency, catering to diverse learning needs, and fostering a supportive learning environment in the classroom.

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