# CHAPTER 1
# INTRODUCTION

## 1.1 The Background of the Study

Writing is one of the abilities writers use to convey the content of their thoughts and ideas in written form that has meaning aimed at the readers, not only to the readers but also to themselves, such as journals, class notes, and shopping lists. Writing helps someone remember facts and details. According to Ainatur (2019:3), writing is the skill of writing letters, numbers, names, and sentences by using spelling, becoming an essay, and reading on a page addressed to readers. Towrite well, students must have a large vocabulary and must also master grammar, without understanding grammar well, little meaning can be conveyed, and without words, nothing can be conveyed because words are an important aspect of writing and an important language skill.

There are four skills in learning English: listening, speaking, writing, and reading. One of the four writing skills plays an important role in English. In general, the meaning of writing is to express ideas and opinions. According to St. Kartono (2013, p.17) stated that writing is the process of pouring out thoughts to the public. Thus, writing is a series of activities that express opinions or ideas in writing so that they can be read by others. This study focuses on writing a recount text. The ability to write in English is important because it supports students to interact with each other through their writing.

Teaching writing is also the most difficult language skill to learn because writing needs hard thinking to procedure ideas, think, and words. Some students may be able to write grammatical sentences, but they may fail to write meaningfully correct sentences. Fair and Winch state that "writing is difficult and very few people

can write an essay in one sitting in an adequate form". Several factors are causing this to happen, one of which is that most students are not interested in English. They think English is a language that is extremely difficult to learn because they have very little mastery of English vocabulary. In addition, the students' difficulty in English writing might be the result of the fact that English is not their mother tongue, as stated by Bram "Formost beginning writers whose mother tongue is not English, to express what they intend is sometimes difficult." In addition, students are still wrong in writing the grammar they write, and the purpose of teaching English is to develop student's skills in writing English effectively, especially in writing recount text.

The researcher found some problems in the student's writing at SMP Negeri 37 Medan. The researcher conducted an interview with the English teacher and some of the students Junior High School Negeri 37 Medan as a preliminary study. Based on the interviews, some of the problems are many students whose grades do not reach the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM). It is caused by students' low ability in memorize vocabulary, errors in grammar, organization, content, and spelling, for example they write "me" with the words "mi", "school" written with "shcoll" and "must" written "mus", and many students were not able to formulate ideas from their mind into writing and lack knowledge about the topic.  The students knew how to express their ideas, and some of them did not even have any ideas. They were still confused about how to start writing, and they could not arrange the sentences into good paragraphs. This is why recount text is chosen because recount text is one of the kinds of text in English writing. In the recount text, there is some information about what happened, and when it

happened in life. Recount text is a type of text that tells about a story, action,or activity and usually tells about someone's experience. Apart from that,this text also aims to provide information to readers.

In addition, the students said that the teacher just asked them to write the material and the teacher explained the material using English until the end, making the students even more confused and not understand. It made the students feel bored in the teaching-learning process and finally, when students are at home, students are not able to remember all the new vocabulary that has been taught because they seem to forget. To overcome the problems above, the teacher could try some variations teaching method. One of the determinants of achieving student learning to increase maximum results in writing lies in the material provided to students. Several kinds of learning methods can be used to improve students' writing skills, such as lecture, discussion, demonstration, and dictation methods. However, in this study, the researcher used the dictation method as research material.

Dictation is an activity that writes down something someone says or reads out as it is being said. Dictation can train students to distinguish errors in grammar, spelling, and punctuation in their writing. In other words, dictation is a good exercise to help students who are different from their mother tongue accurately reproduce the spoken in the written form Alkire (2002:3).

According to Tim Bowen (2015:672), dictation plays a role in teaching-learning processes, such as presenting a new structure, showing the paragraph text, revising some of the vocabulary areas, giving reading and listening exercises, and providing grammar practices. From the definition above, it can be concluded that dictation is a technique used to teach writing directly to students through oral delive

Based on the background explained above, this research would be conducted with the title: **"The Effectiveness of Dictation Method Toward Student's Abilityin Writing Recount Text of Eight Grade Students at SMP NEGERI 37 MEDAN".**

## 1.2 The Problems of Study

Based on the background of the study, the problems are formulated as follows "Is the using dictation method effective toward students writing skills of eighth grade of SMP NEGERI 37 MEDAN? "

## 1.3 The Objective of the Study

In relation to the problem of study, the objective of the study is to find out the effectiveness of the dictation method on students' ability in writing recount text of eight grade at SMP NEGERI 37 MEDAN.

## 1. 4 The Scope of the Study

There are many which can be used in teaching writing from this case, but the scope of this research the researcher decided to use the dictation method on teaching writing, especially in teaching recount text. There are several types of recount texts (Personal recount, factual recount, imaginative recount) but the scope of this research focus on personal recount. The place to do this research is SMP Negeri 37 Medan and the population of this research is the eighth grade. This research use experimental quantitative design. The subjects of the study consist of two classes. The classes are divided into two groups: the experimental group and the control group. This research deals to know the effectiveness of using dictation method on students' ability in writing recount text.

**1.5 The Significance of the Study**

By conducting this research, the researcher can expect to provide valuable contributions to teachers, students, and other researchers. The findings of this study are expected to be theoretically and practically significant and relevant to one's matter:

**1. Theoretical Significances**

It is hoped that the results of this study can have a valuable contribution for:

1. The researcher to get more knowledge related to teaching writing by using the "dictation method".

2. People who want to conduct the study on the same topic, and subject.

**2. Practical Significances**

a. For the Teachers, the result of this study are expected to help teachers to find appropriate method for teaching writing in order to improve students' learning performance.

b. For the students, the result of this study are expected to increase their learning ability in English writing skills, and it is expected to help students' problems in writing activities by using a dictation method.

c. For further researchers, this research result can be used as one of the reference materials and information for future researchers' archives.

**1.6 The Hypothesis**

The hypotheses of this study are as follows:

HO: There is a significant effect of the dictation method on students' ability in writing recount text at SMP Negeri 37 Medan.

HA: There is no significant effect of the dictation method on students' ability in writing recount text at SMP Negeri 37 Medan.

# CHAPTER II
# REVIEW OF LITERATURE

## 2.1. Theoretical Framework

This research aims to determine the effectiveness of using the dictation method for students' ability to teach writing recount text. In conducting this research, some explanation theories are related to this research. Thus, the theoretical framework is aimed at providing a clear conceptual framework for this research.

## 2.2. Writing

Writing is a language skill that cannot be separated from language skills. Sometimes, the act of writing helps the writer to clarify their thoughts and organize ideas to become text or paragraphs. According to Byrne (1988:36), writing involves the encoding of a message of some kind that is, the teacher translates the thoughts into language. Byrne states that when teachers write, teacher use grammatical rules and the letters or combinations of the letters which relate to the sounds made when speaking. Teachers do not write just one sentence or several unrelated sentences. The production sequence of sentences is arranged in a particular order and linked in certain ways. The sequence may be very short, consisting of two or three sentences, because the way that has been put in order and linked together forms a coherent whole.

Writing is an important skill for students to master. Someone uses it to communicate with others as a means of ideas and emotional expression. Writing expresses an idea that a writer cannot express what the speaker can express, such as gestures, body movements, facial expressions, tone of voice, stress, and doubt.

Therefore, the writer must be able to write effective writing sequentially to make the reader understand by developing and organizing ideas, carefully choosing words, grammatical patterns, and sentence structures by the subject matter, and the reader finally understands what the researcher writes.

Meyers (2005:45) states that writing is a process of discovering, organizing, and putting ideas on paper, reshaping, and revising it. In theory, writing is defined as a process of dealing with problems and difficulty in discovering interesting ideas, organizing, and putting them on paper that is appropriate for the writing project. The writing skill product should then be reshaped and revised to make it better and more understand able by the reader.

According to Hyland (2004:09), writing is an approach to sharing someone thoughts. People develop their perspectives on specific subjects. They share their perspectives on a specific theme. Some perspectives may be unique. This is based on their opinions. Subsequently, while developing their viewpoints, people must make them reasonable and adequate.

Therefore, in the writing process, students need to be open-minded and feel free to express ideas, thereby generating content in their writing. The point here is that before students start writing, they must be able to remember what they are going to write in advance. After that, students have to compose the words and the writing structure that they will write. Students also need to be able to focus while writing so that whatever they have memorized can be easily put into the form of a recount text.

According to Oshima and Ann (2007:55), writing is defined as some steps of action that involve thinking of ideas, transferring them into words, and reviewing

until one is satisfied that the writing expresses exactly what the writer wants to say to the reader. In this definition, Oshima and Ann have the opinion that writing as a continuation action involves thinking and transferring ideas into words and reviewing to make it satisfactory to read and express ideas exactly.

Spratt et al. (2005:27) explained that conceptualizing, making notes, and arranging. The stages of writing comprise drafting, altering, creating another draft, and editing or altering once more. To create a good writer, the writer should conduct a sequence of actions in a row. The first is the prewriting. In prewriting, it is necessary to plan a writing strategy, such as gathering information and brainstorming. Second, the information gathered in the first step is outlined. In this step, the writer generates ideas in their own words and writing styles. Third, the writer should check the content and revise the outline into a good and meaningful paragraph or text. Editing content such as adding words or sentences and even doing the opposite is also needed in this step to improve the text. The final step was correcting the text. In this step, the writer should correct capitalization, punctuation, sentence structures, spelling, and word functions, tenses, and so onward. This step is important because it deals with the sentence level of the text that will be written. Help from other persons who are trusted as experts are needed in this step.

Based on the explanation above, it can be concluded that before writing a paragraph or text, students must produce a certain process. As suggested above, the composition of an article text is not merely a collection of symbols, letters, or sentences. This has a deeper meaning, that is, it is a process of systematically pouring ideas or thoughts into writing. This must meet the criteria for good writing skills. Writing must be cohesive, coherent, and related to the stages of writing.

**2.2.1 Component of Writing**

Jacob (2008:22) points out five kinds of components in writing, that is content, organization, language use, vocabulary, and mechanics.

1. Content

The content of the writing should be easy for readers to comprehend for them to comprehend the message and gain some insight. Strong content requires well-organized and comprehensive writing. This idea is commonly referred to as unity and completion, both of which are characteristics of good writing.

2. Organization

The methods by which the writer arranges and organizes the concepts to convey the message in written words is what the writer's organization means. There are numerous ways for writers to arrange or organize their writing; however, orderis the most common type of organization.

3. Language Use

The use of language in written form requires its correct use and grammatical or structural considerations. Grammar is a fundamental aspect of writing. It monitors speech to ensure that it is correct and orderly. Consequently, it has a significant impact on writing quality.

4. Vocabulary

Parts of the language related to writing have vocabulary. Until they can write, the author is constantly thinking about how to put words into sentences and phrases into paragraphs. Without a vocabulary, someone cannot write or communicate. Therefore, without a large vocabulary, it is impossible to understand written material. Learning  language terms is undoubtedly  an integral part of

learning to write, so English teachers and learners need to take this into account.

5. Mechanics

The use of mechanics is made possible by proper capitalization, punctuation, and spelling. These elements are critical and make it easier for readers to understand and recognize them immediately. Good writing mechanics make it easy for readers to group ideas or messages conveyed in the written materials.

Based on the explanation above, assessing the writing aspects that are usedas a benchmark to make writing even better.

**2.3. The Process of Writing**

The writing process concerns how the writer applies to the stages of writing. As stated like writing, the writing process consists of four stages. These include planning, drafting, editing, and final drafting. The writer should consider the topic that they want to write down on paper. According to Harmer (2004:11), there are some stages in the writing process. The stages are as follows:

1) Planning

In this stage, students created a list of ideas related to the topic. They planned their writing in the first draft. At this stage, three main issues must be considered. The issues are the purpose of the writing, the audience they are writing for, and the content structure to sequence facts, ideas, or arguments.

2) Drafting

After the students had a list of ideas related to the topic, it was the stage forthem to start writing the first draft. They write ideas that they were going to write without paying attention                      to                      making                      mistakes.

3) Editing

In this stage, students rewrote their first draft after finishing it. Its purpose is to determine where it works and where it does not. The editing process may be taken from oral or written feedback from peers and teachers. This feedback will help students revise their writing skills. The revisions have shown what has been written. This means that this step is important for checking text coherence and stimulating further ideas. It also encourages students to find and correct mistakes in their writing.

4) Final Version

The final version is the last stage in which students rewrite the draft after revising it with peers and teachers. After passing the previous steps, the students made good final writing products.

**2.3.1 The Purpose of Writing**

Basic English writing skills also have some purposes. According to McMahan et al. (2010:63-64), the purpose of writing is as follows:

1. Expressing the writer's feeling

The writer wants to express his feelings and thoughts in a written form, as in a diary or love letter. This is what is called expressive writing;

2. Entertaining the readers

The writer intends to entertain the reader through a written form, and he usually uses authentic materials. This is called literary writing;

3. Informing the readers

It is used to provide information or explain something to the readers. This is a type of informative writing.

4. Persuading the readers

Readers will be persuaded or convinced about their opinions, concepts, or ideas. This is called persuasive writing;

## 2.4. Teaching Writing

Writing is a significant challenge for teachers. Teachers should know how to improve their student's writing achievements. Teachers not only give the material to students but also need to guide them to explore and develop an imaginative and creative student in writing. Teachers also give students the freedom to express ideas. According to Harmer (2004:11), when teaching writing, the focus is on the "what" and "how" of text composition. According to Siahaan (2008:213), writing teachers are advised to seek information about teaching strategies to improve students' understanding of the current teaching strategy and develop the capacity to choose and apply the appropriate strategy for students' classroom activities. The writer concludes that teaching writing includes the strategy used by the teacher to teach the materials to students.

Before writing, students learn much through the process of reading and listening. The complexity level of writing in the second language is completely different from that of writing in the first language. According to Silva in Hyland (2003:5), writing in a second language tends to be tenser, more difficult, and less effective than writing in a first language. Every student has a different proficiency level in requiring a second language, and students' proficiency affects the process of writing.

Having better second language proficiency, they have resulted in better writing performance. As a consequence, the teacher as the central part of the

teaching learning process must develop a set of steps to assist students in second-language writing. Teachers, therefore, must facilitate the students through a variety of interactions in writing and writing instruction as well.

## 2.5 The Definition of Recount Text

According to Coogan (2006:32), a recount text is written to retell events with the purpose of either informing or entertaining the audience or readers (or both). The students were expected to express their ideas about the experience or last eventsfocused on informing the readers. The tense used in the recount text was past tense.The social purpose of recounting is to reconstruct past experiences by retelling theevents in the original sequence. We can examine the sample of recounts in personalletters, police reports, insurance claims, and incident reports.

According to Anderson (2003:48), a recount text is a piece of text that retells past events, usually in the order in which they happened. Recount text retells past events. "In a recount text, the students must retell the sequence of events or experiences that they already got in the past' (Nafisah & Kurniawan, 2007). According to Knapp (2005:224), recount text is written to make a report about the experience of a series of related events.

From the above explanation, recount text is a type of text in English that tells a story, action, or activity. Usually, the recount text describes someone's experience. Writing recount text can use recounts in diary books, letters, e-mails, biography, and history. The purpose of recounting (text is to entertain or read) is a text that retells events or experiences in the past.

14

### 2.5.1 Generic Structure of Recount Text

According to the Lancashire Council (2008, p.55), a recount text has several generic structures, including orientation, events, and reorientation. Each generic structure has it is a social function. Their explanations are as follows:

a. Orientation

Recount begins by telling the reader who was involved, what happened, the location, and the time of the event. Orientation gives the reader the background information required to understand the text, and they recognize the scene setting and context of the text.

b. Events

Events are the main activities that occur in the story of the text. When writing a recount text, events are ordered in a chronological sequence. Occasionally, additional details are added to provide information to the reader.

c. Reorientation

Reorientation is the closing step of a statement, which includes elaboration. Several recounted texts also contain a concluding paragraph. In this concluding paragraph, the writer can provide a personal comment or statement.

### 2.5.2 Language Features of Recount Text

Some language features of the recounted text are as follows:

a) Using simple past tense: visited, had, etc;

b) Using action verbs: helped, crutched, etc;

c) Using adjectives;

d) Introducing specific participants: I, my friend, etc;

e) Using chronological order: then, first, etc;

f) Using linking verbs: was, were, etc.

### 2.5.3 The Purpose of Recount Text

Basic English writing skills also have some purposes. According to McMahan et al. (2010:63-64), the purpose of writing is as follows:

1. Expressing the writer's feeling

The writer wants to express his feelings and thoughts in a written form, a diary or love letter. This is what is called expressive writing;

2. Entertaining the readers

The writer intends to entertain the reader through a written form, and he usually uses authentic materials. This is called literary writing.

3. Informing the readers

It is used to give information or explain something to the readers. It is a kind of informative;

4. Persuading the readers

The writer wants to persuade or convince readers about his opinions, concepts, or ideas. This is known as writing.

### 2.5.4 Types of Recount text

According to Hyland (2004:135), there are several types of recount texts:

1. Personal recount: a retelling of an activity that the writer or speaker has been personally involved in (e.g. or anecdote, diary entry);

2. Factual recount: recording the particular accident (e.g. report of a science experiment, police report, news report, historical account);

3. Imaginative recount: taking on an imaginary role and giving details of events (e.g. day in the life of a Roman sale; how I invent).

### 2.5.5 Generic Structures of Recount

According to Hyland (2004:135), there are three generic structures of recount text:

1. Orientation: Provides the setting and produces participants. It provides information on who, where, and when;

2. Record of events: what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and or evaluation remarks, which are interpreted the throughout the record of the event;

3. Reorientation: optional- closure of events. It is rounded off the sequence of events.

### 2.5.6 Example of Recount Text

**Title:** My First Date

**Orientation:** Last Saturday night, my classmate, Adrian, came by his motorcycleat 5.30 P.M. to my home, and asked my parent permission to ask me out on a date. He stayed for a while and talked to my dad while waiting for me to prepare. We took off around P.M.

**Events:** Adrian took me to a noodle house for dinner. I had noodles with shrimp and he had noodles with pork. We finished our dinner quickly because he also wanted to take me to the movie theater. We arrived at the theater at around 7.30 P.M and it was very crowded. Some people came as a group, some as couples, like Adrian and I. He queues for tickets, while I bought some popcorn and soda. The movie started at 7.50 until 9.45 P.M.

**Reorientation:** After the movie ended, Adrian took me home and apologized to my parents if it was too late for me to come home. My parents understood and said it was fine. I was really glad and hoped that Adrian would ask me again at another time.

## 2.6. Teaching Method

In general, methods mean the manner or way to go through to achieve a certain goal. Teaching, according to Sri Handayani Taufik (2015) is an all purpose profession engaged in human resource development for individual and economic growth. Teaching has been defined as an attempt to help someone acquire or change, some skill, attitude, knowledge, idea or appreciation. In other words, the teachers task is to create or influence desirable changes in behavior or in tendancies towards behavior in his students. Specially, teaching method can defined as specially manner or system in benefited many of base principal of education. Beside that, method is some technique and another resources that concerned to make educational process in the student. (Aqib, 2013) The traditional passive view of learning involves situations where the material is delivered to students using a lecture-based format. In contrast, a more modern view of learning is constructivism, where students are expected to be active in the learning process by participating in discussions and or collaborative activities.

(Carpenter, 2006) Teachers are expected to select and use teaching methods appropriately to the material that will be thought. Since students have interest in different learning processes then the teacher should use a multi-method, by varying the use of methods such as classroom learning by speech can be combined with questions and answers, discussion methods and assignment, and so on. It is intended to bridge the needs of students and to avoid saturation of the student in learning.

## 2.7. Definition of Dictation

Dictation refers to the activity of writing down what someone has said or reads. Dictation, as a method of learning to write, has been widely used recently to improve students' writing fluency. According to Ghaltakhchyan (2014, p.132), dictation is one of the oldest techniques used to test progress in the process of foreign language learning. According to Tim Bowen (2015:696), dictation plays a role in teaching learning processes such as presenting a new structure, showing the paragraph text, revising some of the vocabulary areas, giving reading and listening exercises, and providing grammar practices.

According to Orizu (2011:23), dictation is a writing activity that involves writing down what someone says or reads out as it is being said or immediately after it is said. Dictation is a strategy that can develop students' listening habits, and can also help students to understand punctuation and spelling; understand words, phrases, sentences, and clauses; and enable students to increase their abilities to listen to language, so they get used to the language. Fatimah Yuniarti (2017:2) stated that dictation is useful for teaching English when it is well integrated with the learning activities.

From the above understanding, it can be interpreted that dictation is the process of listening to something (can be a sentence, word, or part) from the teacher, then students record it and think thoughts, then write them down in notes. The teacher hopes that students can understand the content of the reading and recognizeall the words and sentences that are read to write down what they hear. Dictation isused to evaluate most aspects of a given language. When students do a dictation, they not only pay attention to the sound of the words read by the teacher

but also understand their meaning and can transfer the dictated passages into their notebooks. It can be concluded that dictation is an activity in which students must focus and concentrate fully to listen to oral input, write down what they hear based on their perceptions, and train students in framing language.

### 2.7.1 Types of Dictation

Dictation is an easy-to-prepare activity that can become part of a regular lesson. The following types can add variety to this routine and refocus on the learning goals of the dictation activities. According to Oller (2017:2), five types of dictation procedures have been used in a variety of ways as testing techniques. The five methods are elaborated as follows;

1. Standard Dictation

Students must write the language sequence of the material spoken by the teacher or the teacher's recording. The material should be presented at a normalconversational speed and given in sequences long enough to challenge students in short-form conceptual memory.

2. Partial Dictation

This type is closely related to standard dictation, but students can obtain written or spoken versions. Some parts of the revised manuscript have been deleted. Students had to listen to the spoken material and fill in the missing material parts in the written version. This is easier to do because it is more sensory and provides information about messages, written versions, and full spoken versions.

3. Dictation with Competing Noises.

This type of dictation is difficult because the material is presented by adding noise. This kind of dictation drills students to be used in everyday communication contexts where language is used in less than ideal acoustic conditions; for example, we are trying to have a conversation in someone's living room when the television and air conditioner is producing a high level of competing noise or trying to hear a message over a public address system in a busyair station.

4. Dicto-Comp.

This dictation is a combination of dictation and prose. Here, the teacher has read the entire article three times, and the students have the opportunity to write their homework only after the teacher has read it three times. They should memorize the whole story and write the story as a reflection of what they heard.

5. Elicited Imitation.

In this case, the students listen to the material, but instead of writing down the material, they are asked to repeat it or otherwise recount what was said.

Nation and Newton (2009:59-60) differs in dictation, as follows:

a. Running Dictation

A short dictation text typed in large font was posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer, andthe other is the runner who goes to the dictation text, memorizes a short sentence, returns to the writer, and retells it. If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another student and tells them what they have read. The second student then ran to the third student and did the same.

b.  One Chance Dictation

When learners make very few mistakes in dictation instead of reading the text several times, the teacher can read it only once in short phrases. If learners know that it will be read only once, it poses a challenge for them to pay attention. If they know that the teacher will read the text several times, they may not listen carefully to the first reading.

c.  Dictation of Long Phrases

During the writing part of the dictation, instead of reading short phrases once, the teacher could read long phrases or sentences several times. Each group can be approximately ten or more words long.

d.  Guided Dictation

Nouns, verbs, adjectives, and adverbs are written on the blackboard in the same order as in the text. Thus, when learners listen to the text, they can pay attention to other difficult words. If the words are written in sentence groups as they are in the text, whole sentences instead of phrases can be read simultaneously during dictation. The words on the blackboard help learners remember the complete sentences.

e.  Dictation for a Mixed Class

If the class has some learners who are good at dictation and others who are not, the teacher can read the text in an especially. She reads the dictation once without stopping. Then, when she reads a phrase for the learners to write, she reads the phrase quite quickly so that the good learners can write it, waits for a few seconds, and reads the phrase again more slowly for the other learners. During thesecond reading, the good learners simply checked their work.

f. Peer Dictation

The learners had a copy of the dictation text in front of them. They worked in small groups, with one person in the group reading the dictation for others to write. This may be turned into a competition in the following way: the learners worked in pairs. One learner reads a dictation, whereas the other learner writes it. They have only a limited time to do the dictation, because as soon as one pair of learners has finished the dictation they say "Stop!" The rest of the class had to stop working.

g. Completion Dictation

Learners were given several printed copies of the text. One copy has a few missing words, the next copy has more missing words, and so on. The learners listened to the text being read by the teacher phrase by phrase and filled in the words missing in their first copy. Then, the teacher reads the text again and the learners fill in the missing words in the next copy, which has more missing words than the first copy. This process continues until the learners write the entire dictation. Before the learners filled in the words in the second and later copies, they folded their pieces of paper so that they could not see the words that they had already filled in.

h. Perfect Dictation

After the dictations have been marked, it is usually good for the learners to hear the dictation again while they look at their marked work so that they can pay attention to the parts where they made mistakes. The dictation was then marked again by the learners or by the teacher. It is given again on another day so that by the time the dictation has been given for the third time, the learners almost know the dictation by heart and can write it perfectly. Thus, first marking is only the first

step in teaching, and learners will finally produce a perfect copy.

i. Sentence Dictation

The teacher says sentences, and the learners write them. In this way, learners see their mistakes immediately and can improve during the exercise. The correction can be performed by the teacher or a learner writing the sentence on the blackboard and with the learners checking their work.

j. Unexploded Dictation

The teacher records the text onto a tape recorder at a normal speaking speed and without the pauses that would normally occur in a dictation. Each working with a tape recorder, the learners had to make their transcription of the text, using the rewind and pause buttons on the tape recorder to keep listening to the text untilthey could.

Based on the explanation above the researcher wants to use Standard dictation to apply in teaching writing.

### 2.7.2  Material and Procedures of Giving Dictation

There were some preparations for the teacher before dictation to the students. Oller (1979:144) stated that as an integrative test, dictation must meet the naturalness requirements:

a. The sequence of words or sentences to be dictated is chosen from normal prose, dialogue, or other natural forms of discourse (alternatively, the sequence maybe carefully constructed to reflect normal discourse, as in a well-written feature).

b. The material is presented orally in a sequence long enough to challenge learners' short-term memory.

Based on these naturalness requirements, teachers need to prepare when they are going to give dictation tests to their students. Some requirements must be followed.

a. Teachers must select the appropriate dictation materials;

b. Spoken words should be taught in advance to students;

c. Oral words should be selected from among simple words or simple words;

d. The teacher must select the appropriate procedure to conduct the dictation test.

There are two ways to take the dictation test: first, the teacher reads the word sdirectly, and second, the spoken words are prerecorded. It can be seen from the above requirements that the dictation materials are anysingle word, compound word, phrase, or sentence to be dictated. Teachers can select materials from books provided and use them as references. Teachers can select materials from the books provided and use them as references. Teachers can use a tape recorder to present the material.

In addition to preparing the materials, teachers must select suitable procedures that are appropriate for providing dictation. The presentation procedure can arranged in two ways: the teacher reads the material in front of the class or uses a tape recorder as an aid in presenting the material. The teacher is required to read the passage three times in all: first, at normal speed; then, with pauses between phrases or natural word groups so that the students may write down what they havejust heard; and finally, at normal speed once more so they can check their                                                                                                                                                            work.

### 2.7.3 Advantages and Disadvantages of Using the Dictation Method

Dictation is the decoding and recording process. Dictation is the act or process of dictating material to another person for transcription.

According to Nawal Benmostefa (2018:19-20) state, dictation has the following advantages.

a. Dictation can help develop all four language skills in an integrated manner;

b. As students develop their aural comprehension of the meaning and the relationshipamong segments of language, they are learning grammar;

c. Dictation helps develop short-term memories. Students practice retaining meaningful phrases or whole sentences before writing them;

d. Careful listening to dictation will be useful later in note-taking exercises;

e. Dictation is an excellent exercise for review;

f. Correcting the dictation can lead to oral communication;

g. If students do well, dictation becomes motivating.

h. Dictation involves the whole class, regardless of its size.

i. During and after the dictation, all students were active.

j. Correction can be performed by students.

k. Dictation can be prepared for mixed-ability classes

l. Dictation can be performed at any level.

m. The students, as well as the teacher, can get instant feedback (if the exercise was corrected immediately)

n. Research has shown that learning to write down what one hears can encourage the development of literacy.

o. Dictation can be a good indicator of overall language ability.

p. Dictation provides practice in the correct form of speech.

However, besides having some advantages, Benmostefa (2018:19-20) stated that a dictation method also has some disadvantages. One of the most overlooked disadvantages of dictation is that it can be cumbersome and time-consuming. The dictionary is accurate and prescriptive. In addition, one can often organize one's thoughts better when writing or typing. Verbal communication is linear and writingallows one to skip around. Another drawback of dictation is that most people thinkvisually, rather than verbally.

It can be concluded that dictation is one of the oldest methods. However, these advantages are invaluable. Teachers benefit greatly by showing that language areas should be addressed and learners actively develop their language skills.

## 2.7 Previous Related Studies

This research will be conducted by taking into consideration the important things contained in the three previous studies. The first prior research was conducted according to Herusatoto (2017), entitled "*Using Dictation to Promote the Use of Grammar Knowledge in Reconstructing Listening Text* ". Findings of this research on the implementation of full and partial dictation in improving the awareness of using grammar knowledge in reconstructing listening texts among EFL students at the School of Foreign Languages (STBA) LIA Yogyakarta. Threegroups participated in the study: two experimental groups (A and B) and a control group (C). This suggests that the dictations given to the experimental groups improved the students' awareness of applying their grammatical knowledge to reproduce the listening text they heard.

The differences between his research and this research are the material, setting place, and subject of the research. His research focuses on listening skills, while this research uses writing skills. The test was designed based on the objective of using dictation to promote the use of grammar knowledge in reconstructing listening text and techniques for collecting data. Three groups participated in the study used in this research as a sample. Two experimental groups (groups A and B) and a control group (Group C) were used. The researcher used experimental groups to analyze the data. The last is setting place, his research is at the English Department, English Literature Study Program, School of Foreign Languages (STBA) LIA, Yogyakarta, Indonesia while this research is in SMP Negeri 37 Medan and subject at eighth grade. The similarity between his research and my research lies in the use of dictation. The last is about the research design, and between his research and this research is an experimental study

The second research entitle "Using Dictation to Improve Language Proficiency" was written by Rahimi, M. (2008:33). Dictation, although widely known as a testing device, can be considered a good learning technique for improving learners' proficiency. This study investigates the effect of dictation on 65 EFL learners to determine whether it helps them improve their language proficiency. To this end, an experimental group (EG) and a control group (CG) were selected.

The differences between their research and this research, this study investigates the effect of dictation on EFL learners to see if it helps them improve their language proficiency, while this research uses the dictation method toward students' ability in writing. There are two groups participated in the study used in

this research as a sample, an experimental group (EG) and a control group (CG). To analyze the data, the experiment is used here.

The last researcher was Syakur (2017), with his research entitled "*Improving the Eighth Grade Students' Listening Comprehension Achievement by Using Dictation Techniques*", his study aimed to solve students' listening comprehension achievement by using dictation techniques as a technique for teaching listening at SMP Al-falah Surabaya in the academic year 2019/2020. Classroom Action Research (CAR) was applied in this study for two cycles. In this classroom action research, the technique was divided into note-taking and partial dictation/cloze dictation. Primary data about students' listening achievements were obtained from the listening test. Meanwhile, supporting data were gathered from observations and documentation. The results on students' activities showed that the use of text dictation techniques could improve the listening activity of eighth-grade students.

Furthermore, in the first result, the teaching listening activity was not as effective as expected. The difference between his research and this research is that his research improved eighth-grade students' listening comprehension achievement techniques, while this research uses the dictation method to assess students writing ability. His research focused on listening skills, and my research used writing skills. CAR was used to analyze the data, and Classroom Action Research (CAR) is used by him. Technique collecting data between this research and his observations and documentation. The last is setting place, this research at SMP Al-falah Surabaya in the academic year 2019/2020, this research in SMP Negeri 37 Medan and subject at eighth grade. From the previous studies above, it can be seen that the researcher

has similarities with this study. All three are classroom action research and experimental research focused on teaching dictation. The difference in this study is the first related to the use of the dictation method, as it shows the effectiveness of students' writing skills. The design is experimental quantitative, and this research focuses on the effectiveness of the dictation method on students' ability to write recount text of eight grades at SMP Negeri 37 Medan.

## 2.8 Conceptual Framework

The conceptual framework is the way to differ this research from the previous related studies by adopting some useful opinions of the experts to achieve the objectives of the research. In this research the conceptual framework is described as following scheme:

**Scheme 2.8 Conceptual Framework of the research entitled**

**"The Effectiveness of Dictation Method Toward Students Ability on Writing**

**Recount Text of EightGrade at SMP Negeri 37 Medan".**
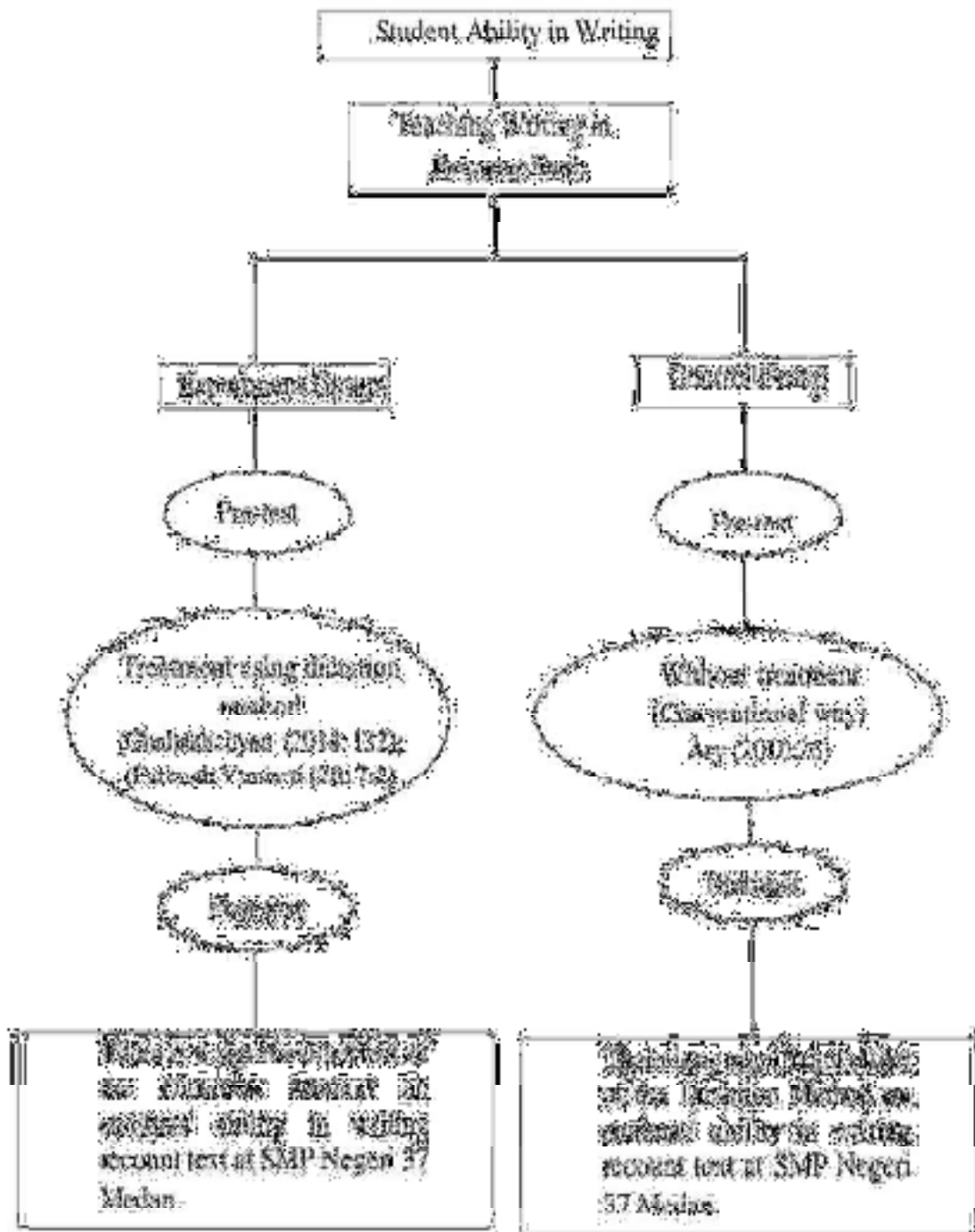
Based on the scheme above, it is seen that the concept of this research isas follows:

1. This research adopts the definition of the dictation based on Ghaltakhchyan (2014: 132); Fatimah Yuniarti (2017:2);

2. This research adopts experimental quantitative research with the technique of analyzing data by Sugiyono (2012:49);

3. This research adopts data validity modeled by Arikunto (2010:211);

4. This research adopted the dictation modeled method toward student ability in writing recount text of eighth grade at SMP Negeri 37 Medan