

WRITING SKILL THROUGH DICTATION AT THE FIRST SEMESTER OF STMIK ROYAL KISARAN

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Abstract: *The aim of this study was to determine the improvement in students' writing skills through dictation during the first semester at STMIK Royal Kisaran. The research employed a pre-experimental design with the objective of investigating the effectiveness of the dictation technique in enhancing writing skills at STMIK Royal Kisaran. The population for this study comprised first-semester students at STMIK Royal Kisaran, and purposive sampling was utilized, involving twelve students from class SI 1F. The researcher administered both pre-tests and post-tests to the students. Data collection involved the formulation of paragraphs through dictation for both pre-tests and post-tests as part of the writing assessment. The pre-test and post-test data were tabulated and analyzed, presenting results in percentages. The research findings demonstrate that the use of the dictation technique effectively improves students' writing skills, with the mean score in the pre-test (51) or 51 % but the post test showed that the highest score about 81 or 81 %.*

Keywords: *Writing skill; through dictation*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui peningkatan keterampilan menulis mahasiswa melalui dikte selama semester I di STMIK Royal Kisaran. Penelitian ini menggunakan desain pra-eksperimental dengan tujuan untuk mengetahui efektivitas teknik dikte dalam meningkatkan keterampilan menulis di STMIK Royal Kisaran. Populasi penelitian ini adalah mahasiswa semester I STMIK Royal Kisaran dengan menggunakan purposive sampling yang melibatkan dua belas mahasiswa kelas SI 1F. Peneliti memberikan pre-test dan post-test kepada mahasiswa. Pengumpulan data melibatkan perumusan paragraf melalui dikte untuk pre-test dan post-test sebagai bagian dari penilaian menulis. Data pre-test dan post-test ditabulasi dan dianalisis, menyajikan hasil dalam persentase. Temuan penelitian menunjukkan bahwa penggunaan teknik dikte secara efektif meningkatkan keterampilan menulis mahasiswa, dengan nilai rata-rata pada pre-test (51) atau 51% namun pada post-test nilai tertinggi adalah 81 atau 81%.

Kata kunci: keterampilan menulis; melalui diktasi

INTRODUCTION

English, as a global language, holds immense significance in today's world. It is considered an international language due to its widespread study across the globe. English serves as the primary means of international communication, being spoken by people from various countries during international meetings, workshops, conferences, and trade interactions. In product leaflets, one can often find English sentences or words,

highlighting its prevalence as the world's largest language

English is not only the most important but also the most essential language globally. Nearly all individuals from different countries utilize it for communication. Consequently, proficiency in both spoken and written English is crucial for individuals to engage and socialize with the global community. Recognizing this, countries worldwide include English as a fundamental subject in their school curricula. The overarching goal is to

equip the younger generation with English competence, ensuring they can navigate the interconnected world effectively.

Writing is an aspect that is equally important as other skills, particularly for students whose activities are closely tied to it. Students rely on writing to complete assignments given by their teachers. Lacking proficient writing skills may cause them to lag behind in English lessons, as teachers frequently assign written tasks. Moreover, possessing effective writing skills makes it easier for students to compose letters and communicate with others through written language. Additionally, students require writing skills for tasks such as preparing papers.

Teaching and learning writing is widely regarded as the most challenging skill. It places demands on students' graph-motor skills, cognitive and linguistic abilities, and awareness of textual social conventions, presenting challenges for many. When students write, they must articulate their thoughts and express themselves with greater precision, accuracy, and clarity than they typically do when speaking. In general, students encounter difficulties in initiating their writing and conveying their ideas in a written form. Therefore, the adoption of strategies that can enhance students' writing skills becomes imperative. One highly effective strategy employed in Class XI 1 F at STMIK Royal Kisaran is the deliberate implementation of the dictation technique

The dictation method involves getting individuals to write what has been read or said. However, in the implementation of dictation and training methods, one frequently encountered obstacle is the classroom's less calm condition during the learning process. Efforts are made to establish a calm and conducive classroom environment during lessons. Dictation, as a task, necessitates the processing of temporally constrained sequences of material in language. This involves dividing the stream of speech and

transcribing what is heard, while also understanding the meaning of the material.

In the context of dictation, it is essentially the transcription of a spoken text. One person, the dictator speaks, and another person, the one 'taking dictation,' writes down the words they are speaking. Dictation serves as an effective method for addressing grammatical errors in writing, particularly those stemming from inaccurate aural perception of English. This technique not only helps diagnose and correct such errors but also addresses various other linguistic challenges. As a result, dictation emerges as a crucial activity that equips individuals with language skills essential for various aspects of life.

Dictation is a widely embraced learning method, popular among educators at various academic levels, from elementary to high school and college. This instructional activity typically takes place during lessons, where teachers read material aloud, and students then transcribe it into their respective books. The effectiveness of dictation in teaching English, particularly in the development and training of English writing skills, has been emphasized by experts, as mentioned earlier.

METHOD

This research focuses on classroom action, employing a pre-experimental method to investigate the effectiveness of the dictation technique in improving students' writing skills.[8] The study involved students with a pre-test and post-test design, which is described as follows:

Pattern :

O1 X OX

Where :

Pattern : Experiment

O1 : Pretest

X : Treatment

O2 : Post Test

The population of the research is the first semester of STMIK Royal Kisaran

class SI 1 F, of the total class just one class and total students 24 students. There are two variables involved in this activity: the independent variable, which is the dictation technique, and the dependent variable, which is students' writing skill achievement. The objective score is converted on a scale of five [9]. The components will include:

1. Content is the substance of the writing, the ideals that are expressed.
2. Organization is the goal of organizational material in writing that occurs from beginning to end.
3. Vocabulary is all the words that will be used.
4. Grammar is the correct use of syntactic patterns and structural words.
5. Mechanic, it uses the graphical conventions of the language

The analytical rating scale for evaluating written language is presented as follows:

1. Content

Tabel 1. Using Content

No	Score	Classification	Criteria
1	27-30	Very good	clarity, focus, and interesting details, ensuring completeness and richness. It prioritizes a well-defined focus, ensuring the main idea stands out while preventing secondary ideas from usurping too much attention

2	23-26	Good	Clarity and focus are essential, even if the overall result may not be particularly captivating. The support provided is attempted but may be limited or insubstantial, often being too general
3	12-14	Fair	There is a lack of logical sequencing and development of ideas, leading to confusion or disconnectedness. The work may be deficient in purpose or theme
4	9-11	Poor	It lacks fluency, fails to communicate effectively due to very limited information, and is perceived as boring
5	5-8	Very poor	There is no organizational structure, and the content is insufficient for evaluation as it lacks meaningfulness

2. Organization

Tabel 2. Using Organization

No	Score	Classification	Criteria
1	18-20	Very good	The choice and usage of words are effective, with specificity and accuracy
2	14-17	Good	There is an adequate range with occasional errors in word/idiom choice and language usage. The communication is present but rarely captivates the reader's imagination, affecting the overall meaning
3	10-13	Fair	While it is quite clear, some words lack precision. The writer struggled with eliminating vocabulary grouping for words
4	7-9	Poor	There are numerous errors in word/idiom choice and usage. The language is overly vague and abstract, often redundant

			and lacking in detail. Repetitions are frequent, and many words simply do not fit the text. Additionally, the verbs are weak and often expressed in a limited range, such as 'is,' 'are,' 'were,' and 'dominated'
5	5-6	Very poor	Nearly all the words used are incorrect, rendering the text colorless and insufficient for a meaningful evaluation. Additionally, there are numerous spelling errors

3. Vocabulary

Tabel 3. Using Vocabulary

No	Score	Classification	Criteria
1	18-20	Very good	The choice and usage of words are effective, displaying specificity and accuracy

2	15-17	Good	While there is an adequate range with occasional errors in word/idiom choice and language usage, the communication is present but rarely captivates the reader's imagination. The overall meaning is quite clear, although some words may lack precision
3	12-14	Fair	The writer struggle with limited vocabulary grouping for words
4	9-11	Poor	There are numerous errors in word/idiom choice and usage. The language is excessively vague and abstract, redundantly devoid of detail, often marked by broadness, and features many repetitions. Words frequently do not fit the text appropriately

			Additionally, the verbs are weak and limited in variety, often relying on 'is,' 'are,' 'were,' and 'dominated.'
5	5-8	Very poor	Almost all the words used are incorrect, rendering the text colorless and insufficient for a meaningful evaluation. Additionally, there are numerous spelling errors

4, Grammar

Tabel 4. Using Grammar

No	Score	Classification	Criteria
1	23-25	Very good	The construction is effectively complex with few errors in agreement, tense, number, word order/function, pronouns, and prepositions
2	20-22	Good	The construction is effective but simple, with minor problems.

			However, in complex construction, there are several errors in tense, word order, function, pronouns, and prepositions. Despite this, the meaning is seldom obscured or distorted.
3	16-19	Fair	The major problem in simple construction is the frequent occurrence of errors in negatives, agreement, tense, word order/function, pronouns, prepositions, and potential fragments. These errors result in a lack of effective communication
4	9-15	Poor	It is dominated by grammatical errors, making it impossible to understand and evaluate
5	5-8	Very poor	There is virtually no mastery of sentence

			construction rules.
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4. Mechanic

Tabel 5. Using Mechanic

No	Score	Classification	Criteria
1	5	Very good	The writing demonstrates a mastery of conventions, showing no issues with spelling, punctuation, capitalization, or paragraphing.
2	4	Good	There are few errors in spelling, capitalization, and paragraphing, but they are not prominently observed
3	3	Fair	There are some errors in spelling, punctuation, capitalization, and paragraphing
4	2	Poor	There are many errors in spelling, punctuation, and capitalization.
5	1	Very poor	Illegible writing

To assess the quality of students' writing scores on the five observed components of STMIK Royal Kisaran,

the calculated results were classified as follow:

- 80 - 100 classified as very good or (A)
- 70 -79 classified as good or (B)
- 60 - 69 classified as enough or (C)
- 50 - 59 classified as poor or (D)
- 0 - 49 classified as very poor or (E)

This study employs a frequency distribution table for the fair or gains classification method. The percentage of student scores is derived from various criteria, namely, content, organization, vocabulary, grammar, and mechanics in both the pre-test and post-test.

The significance between the pre-test and post-test is examined. Student scores from the pre-test and post-test are classified into different criteria, and the resulting percentages are presented as follows:

1. Pre Test

Tabel 6. Pre Test

N o	C on te nt	Org ani zati on	Voc abu lary	Gr am ma r	Me ch ani c	To tal
1	6	7	9	8	2	32
2	6	7	9	7	2	31
3	5	7	10	8	2	32
4	6	6	7	8	2	29
5	5	9	10	8	2	34
6	5	7	13	18	2	44
7	5	7	13	13	3	41
8	13	13	10	13	3	52
9	14	9	9	8	2	32
10	14	7	7	14	2	44
11	13	12	10	13	3	51

1	5	7	10	8	3	
2						33

It can be observed in Table 6 that the ability to achieve the highest score of 14 is demonstrated by 2 students, receiving a classification of sufficient, while 4 students obtain a score of 5, classified as very poor. Regarding organizational ability, only 1 student achieved a score of 13, categorized as sufficient, whereas 1 student received a score of 6, indicating a very poor classification. In terms of vocabulary skills, only 2 students attained a score of 13, considered sufficient, while 2 students obtained a score of 7, classified as very poor.

In terms of grammar ability, only 1 student achieved a score of 17, classified as sufficient, while 1 student received a score of 7, indicating a very poor performance. Regarding mechanical ability, only 3 students secured a score of 3, categorized as sufficient, while 8 students obtained a score of 2, classified as poor.

Tabel 7. Content

The criteria and percentage of the students' content in the pre-test

N o	Classific ation	Sco re	Freque ncy	Percent age
1	Very good	27- 30	-	0%
2	Good	23- 26	-	0%
3	Fair	12- 22	4	34%
4	Poor	9- 11	-	-
5	Bad	5-8	8	66%
	Total		12	100%

Table 7 indicates that, in the pre-test, no students received excellent, good, or poor scores. Thirty-four percent (34%) of students received fair scores, while sixty-six percent (66%) were categorized as bad

Tabel 8. Organization

The criteria and percentage of the students' Organization in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	-	0%
2	Good	23-26	-	0%
3	Fair	10-13	2	17 %
4	Poor	7-9	9	75%
5	Bad	5-6	1	8%
Total			12	100%

Table 8 indicates that, in the pre-test, no students received excellent or good scores for organization. Seventeen percent (17%) of students received fair scores, while seventy-five percent (75%) were categorized as bad, and eight percent (8%) received a very poor score

Tabel 9. Vocabulary

The criteria and percentage of the students' Vocabulary in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	-	0%
2	Good	15-17	-	0%
3	Fair	12-14	2	17%
4	Poor	9-11	8	66 %
5	Bad	5-8	2	17%
Total				100%

Table 9 indicates that, based on the criteria and the percentage of student vocabulary in the pre-test, none of the students achieved excellent or good scores. Specifically, 2 students (17%) received fair scores, while 8 students (66%) obtained poor scores, and 2 students (17%) received very poor scores.

Tabel 10. Grammar

The criteria and percentage of the students' Grammar in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	23-25	-	0%
2	Good	20-22	-	0%
3	Fair	16-19	1	8%
4	Poor	9-15	4	34 %
5	Bad	5-8	7	58%
Total				100%

Table 10 indicates that, based on the criteria and the percentage of student grammar in the pre-test, no students achieved excellent or good scores. One student (8%) attained a fair score, while four students (34%) scored poorly, and seven students (58%) received a very poor score

Tabel 11. Mechanic

The criteria and percentage of the students' mechanics in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	5	-	0%
2	Good	4	-	0%
3	Fair	3	4	34%
4	Poor	2	8	66%
5	Bad	1	-	0%
Total				100%

In Table 11, the criteria and percentage of student mechanics in the pre-test reveal that no students achieved excellent, good, or very poor scores. four students (34%) received fair scores, while eight students (66%) and no student obtained poor scores."

2. Post-Test

Table 12 of students raw score in post-

N o	C o n t e n t	Org a n i z a t i o n	Voc a b u l a r y	Gr a m m a r	Me c h a n i c	To t a l
1	10	10	13	19	3	55
2	9	10	14	17	3	53
3	9	9	14	15	3	50
4	10	13	14	16	4	57
5	10	13	16	15	4	58
6	23	11	15	15	3	67
7	27	15	15	20	4	81
8	29	17	13	18	3	74
9	23	13	16	19	4	70
10	23	18	14	20	4	79
11	23	18	15	20	4	80
12	23	18	14	20	4	79

Tabel 13. Content

The criteria and percentage of the students' content in the pre-test

N o	Classific ation	Scor e	Freque ncy	Percent age
1	Very good	27- 30	2	17%
2	Good	23- 26	5	41,5%
3	Fair	12- 22	-	0%
4	Poor	9- 11	5	41,5%
5	Bad	5-8	-	0,%
Total			12	100%

Table 13 shows that the criteria and percentage of student content in the post-test show that 2 student (9%) who get excellent, 5 students 41,5% who get good, there are no students on Fair and 5 students (41,5%) who get a poor score.

Tabel 14. Organization

The criteria and percentage of the students' Organization in the post-test

N o	Classific ation	Scor e	Freque ncy	Percent age
1	Very good	18- 20	3	32%
2	Good	14- 17	1	8%
3	Fair	10- 13	6	50%
4	Poor	7-9	1	8%
5	Bad	5-6	-	0%
Total			12	100%

Table 14 indicates that, in the post-test, 3 students received excellent (32%) and 1 student good scores (8%) for organization. Fifty percent (50%) of students received fair scores, while seventy-five percent (75%) were categorized as bad, and no student received a very poor score

Tabel 14. Vocabulary

The criteria and percentage of the students' Vocabulary in the post-test

N o	Classific ation	Scor e	Freque ncy	Percent age
1	Very good	18- 20	-	0%
2	Good	15- 17	6	50%
3	Fair	12- 14	6	50%
4	Poor	9- 11	-	0%
5	Bad	5-8	-	0%
Total				100%

Table 14 shows that the criteria and percentage of student vocabulary in the post-test show that, 6 students (50%) who get good, 6 students (50%) fair. There are no students on excellent, poor, and very poor.

Tabel 15. Grammar

The criteria and percentage of the students' Grammar in the post-test

No	Classification	Score	Frequency	Percentage
1	Very good	23-25	-	0%
2	Good	20-22	4	28%
3	Fair	16-19	5	45%
4	Poor	9-15	3	27%
5	Bad	5-8	-	0%
Total				100%

Table 15 shows that the criteria and percentage of student grammar in the post-test show that 4 students (28%) get good, 5 students (45%) get fair scores, and 3 students (27%) get a poor score. There are no students on excellent and very poor.

Table 16. Mechanic

The criteria and percentage of the students' mechanics in the post-test

No	Classification	Score	Frequency	Percentage
1	Very good	5	-	0%
2	Good	4	7	59%
3	Fair	3	5	41%
4	Poor	2	-	0%
5	Bad	1	-	0%
Total				100%

Table 16 shows that the criteria and percentage of student mechanics in the post-test show that 7 students (59%) who get good, and 5 students (41%) who get fair scores. There are no students on excellent, poor, and very poor.

RESULTS AND DISCUSSION

The implementation of this instructional method has the potential to enhance students' writing skills. In a classroom setting, 12 students engaged in

the activity as part of the researcher's exploration into the intricacies of dictation. The choice of 12 from a pool of 24 students was deliberate, driven by the researcher's interest in studying a subset with significant motivation. This suggests that, in the researcher's experience, the dictation method significantly enhanced the teaching process of writing skill in Class SI 1 F at STMIK Royal Kisaran.

The Result of the learning/teaching process was attractive, and the students actively enjoyed it. Analyzing the pretest and post-test percentages and frequencies,[10] the pre-test showed that in the following bellow it:

1. Content: 4 students (34%) who got a fair and there were 8 (66%) students who got a bad.
2. organization: 2 students (17%) who got a fair and there were 8 students (66%) who got a bad.
3. vocabulary showed that the 2 students (17%) who got a fair and 8 students (66%) who got a bad. Finally the bad showed that 2 students (17%)
4. Grammar showed that the 1 student (8%) and 4 students (34%) who got a poor then 7 students (58%) who got a bad score.
5. The last point is Mechanic. In here showed that 4 students (34%) who got a fair and 8 students (66%) who got a poor

In the post-test, the researcher also showed the percentages and frequencies in the following bellow it:

1. In the content category, 2 students (12%) received a fair score, 5 students (41%) achieved a good score, and another 5 students (41%) received a poor score.
2. In terms of organization, 3 students (32%) received a very good score, 1 student (8%) obtained a good score, while 6 students (50%) scored satisfactorily. However, 1 student (8%) received a poor score
3. In the vocabulary section, it was found that 6 students (50%) scored

- well, while another 6 students (50%) achieved a fair score
4. In terms of grammar, it was observed that 4 students (28%) achieved a good score, 5 students (45%) attained a fair score, and 3 students (27%) received a poor score
 5. The final aspect was related to mechanics. Here, it was observed that 7 students (59%) achieved a good score, while 5 students (41%) attained a fair score

Based on the description above, the researcher concludes that one of the important things that lecturer must have is to give full attention and understand the potential of students, especially in writing skills. Therefore, lecturer can use one of these techniques in teaching writing, especially in writing or developing ideas, which can greatly facilitate students in generating and expressing their ideas.

DISCUSSION

There are several techniques that we can use to teach writing, but researchers use the dictation technique media in teaching writing. Moreover, the application of the dictation technique in teaching writing has a good influence on improving students' skills.

The discussion revealed that, in the pretest conducted by the students, there were several weaknesses identified in this process, particularly in areas such as mechanics. At this point most students have low scores, this is evidenced by the presence of pretest scores on five components in this test including content, organization, vocabulary, grammar, and mechanics. The students have many mistakes in grammar to express their ideas. They have a lacking vocabulary so they have difficulty with grammar. Some of them are confused in exploring their own opinion.

In the post-test, students' weaknesses noticeably diminished. During this final assessment, students made concerted efforts to articulate their ideas and

opinions, drawing from the provided clues. Examining their scores on the post-test reveals that a majority of students demonstrated improvements across each component. The study yields the following results:

1. Teaching English writing through the dictation method emerges as an effective strategy for enhancing students' writing skills.
2. The method succeeds in fostering student interest throughout the learning process.
3. Students actively engage and express enthusiasm for learning English, particularly in the context of writing.
4. The dictation method proves instrumental in enabling students to cultivate and advance their writing abilities. This approach allows teachers to assess students' potential in both listening and writing, ensuring correct grammatical application. Consequently, it becomes a pathway for instilling a love for English lessons, particularly in writing—an essential skill in English proficiency. This research underscores the significant interest and potential that students exhibit in learning English, especially in the realm of writi

CONCLUSION

In conclusion, the researcher emphasizes the importance of teachers paying full attention to and understanding students' potential, especially in writing skills. Consequently, teachers can utilize techniques such as dictation in teaching writing to facilitate students in generating and expressing their ideas. While there are various techniques to teach writing, this study focused on the dictation technique. The findings suggest that applying dictation in teaching writing has a positive influence on enhancing students' skills in Class SI 1 F at STMIK Royal Kisaran. The data collected indicates that the dictation technique

improves students' writing skills across five key components: content, organization, grammar, vocabulary, and mechanics. coherently. The results of this report show the students' average pretest and posttest scores. In the pretest, the highest total of pre-test was 51 and number 11 and the highest of post test was 81

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