



The Effect of Using Dictation Technique on The Students' Ability in Writing Descriptive Text at Grade VII of SMP Negeri 7 Pematangsiantar

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ABSTRACT

This research aimed to assess the impact of dictation techniques on the ability of students in class VII to write descriptive texts at SMP Negeri 7 Pematangsiantar. The theoretical framework was based on the work of Macon, Bewell, and Vogt. A quantitative research methodology was employed for this study. The population consisted of class VII students at SMP Negeri 7 Pematangsiantar during the 2024/2025 academic year. The researcher selected two classes as samples: VII-1 served as the experimental group with 32 students, while VII-2 acted as the control group, also comprising 32 students. The experimental group received instruction using the dictation technique, whereas the control group continued with conventional teaching methods. Data were collected through pre-tests and post-tests administered to both groups. The average score for the experimental group in the pre-test was 67.46, while the control group had an average score of 68.125. Conversely, the average score for the experimental group in the post-test rose to 84.31, compared to 82.15 for the control group. To gather data, the researcher utilized tests as instruments. The t-test result of 3.00 exceeded the t-table value at a significance level of 5% (1.670). The significance value indicated that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected. This finding suggests that the dictation technique significantly influenced the writing abilities of grade VII students at SMP Negeri 7 Pematangsiantar in composing descriptive texts.

Keywords: Effect, Dictation Technique, Descriptive Text

INTRODUCTION

Language is very important for communication. As noted by Sirbu (2015), it is the primary medium through which humans convey their thoughts and meanings to one another. English serves as one of the major international languages, widely utilized for communication in many countries, including Indonesia. According to Himawati (2018:1), English acts as a communication tool in the globalization era, serving as a key factor for individuals to succeed in their future careers. Furthermore, Anastasia, Syahfrizal, and Widiastuti (2012: 67) emphasize that for students to communicate effectively in English, they must develop a strong command of the language, which includes being good at the four basic skills: listening, speaking, reading, and writing.

Writing is a fundamental skill in English. According to Sinaga et al. (2023:228), writing is essential as it plays a crucial role in students' success in learning the language. It is an effective skill that allows individuals to clearly express their ideas, feelings, thoughts, and sentences. Additionally, Siahaan and Sinaga (2020:4) describe writing as a means to share ideas, experiences, stories, problems, and solutions in a straightforward manner that readers can easily understand. The writing process has five parts: ideas, structure, grammar, word choice, and writing rules, as noted by Brown (2010:261) and cited in Firdani & Fitriani (2017:43). Furthermore, Jonson (2008) cited in Ningrum (2019:35) outlines that writing involves five stages: prewriting, drafting, revising, editing, and publishing. When teaching writing, educators cover various types of texts, including narrative, descriptive, persuasive, procedural, report, news, anecdotal, introductory, explanatory, discussion, commentary, and review texts.

Descriptive text is a type of writing that uses sensory details to help the reader imagine things clearly (Ningsih, 2024). It consists of a series of sentences that are closely related in thought, often used to depict a person's appearance and behavior, the characteristics of a place, or the features of an object. A descriptive paragraph specifically aims to provide a clear depiction of an object, helping the reader visualize it effectively (Jayanti, 2019). This type of text serves the purpose of informing the reader about a particular thing, animal, person, or event in nature. Writing a descriptive text means putting ideas and information together in a clear way to create a story that clearly describes a person, place, or thing (Agustin, et al 2024). Descriptive text aims to inform the reader about particular entities, whether they be animals, people, or objects (Rohmat, et al 2018). It can describe various subjects, including scenes, animals, individuals, or natural occurrences (Winch, 2005; Panjaitan & Elga, 2020).

A teaching technique that teachers need to engage students with the material is essential for effective learning. By utilizing appropriate technology, educators can enhance the teaching and learning experience, leading to satisfactory outcomes. One effective technique is dictation, which can aid students in developing their writing skills. Running dictation involves showing a short text in big letters on a wall outside the classroom, and students work together in pairs or groups. According to Nuralisah (2017), dictation serves as a strategy in English language teaching, particularly for enhancing listening skills through physical activity. This method is good for teaching writing because it promotes teamwork among students to finish the task.

Based on the researcher's experience during Field Work Practice on December 3, 2023, several challenges were observed in writing, particularly in crafting descriptive texts. First, students struggled with vocabulary and structure related to descriptive writing. Second, they found it difficult to write descriptive texts using dictation techniques. Third, some students had trouble articulating their ideas in written form. Lastly, a number of students did not fully understand how to write descriptive texts, which hindered their ability to express their thoughts.

To address these issues, the researcher aims to implement dictation techniques that can assist students in accurately writing descriptive texts. Teachers should actively engage and provide stimulating lessons through these techniques. By applying dictation, it is anticipated that students will concentrate on writing descriptive texts effectively. The researcher chose this technique to help students express their ideas, comprehend, and write descriptive texts. In this approach, the teacher plays a vital role in delivering lessons, while students are encouraged to actively enhance their writing skills.

Based on this discussion, the researchers are interested in conducting a study titled **"The Effect of Using Dictation Technique on The Students' Ability in Writing**

Descriptive Text at Grade VII of SMP Negeri 7 Pematangsiantar”

METHOD

The researcher used a quantitative research approach. According to Cresswell (2012:19), in quantitative research, the researcher depended on statistical analysis to interpret data, which was usually presented in numerical form. This study employed a quantitative research method with a quasi-experimental design. According to Creswell (2012:27), this meant that tasks were assigned, but people were not randomly placed in different groups. The research aimed to enhance both internal and external validity by using pre-tests and post-tests to examine how the dictation technique impacted the reading skills of eighth-grade students in descriptive texts at SMP Negeri 7 Pematang Siantar. There were two groups in the study: an experimental group that used the dictation technique and a control group that continued using the teacher's usual methods without dictation.

The sample included two classes from SMP Negeri 7 Pematang Siantar: Class VII-1, which was the experimental class with 32 students, and Class VII-2, which was the control class, also with 32 students. In this study, the researcher used essay tests to evaluate how well students could write descriptive texts. There were two types of tests: a pre-test and a post-test. The pre-test assessed students' writing skills before they learned the dictation method. The post-test showed how much their writing had improved after using the dictation strategy in their lessons. In this context, students wrote descriptive texts based on topics provided by the teacher, who then prompted them to incorporate their own ideas.

RESULT AND DISCUSSION

Data Description

In this study, the researcher used a method that was similar to an experiment to analyze the data. This analysis included results from both the group that received the treatment (experimental group) and the group that did not (control group), as well as scores from tests taken before and after, average scores, tests of ideas (hypothesis testing), findings, and discussions. The research was conducted in Class VII-1 (Experimental Class) and Class VII-2 (Control Class) at SMP Negeri 7 Pematang Siantar. The assessment of students' descriptive writing skills examined five main areas: ideas, structure, grammar, word choice, and writing rules.

Table 1. Students scores of the Experimental Class

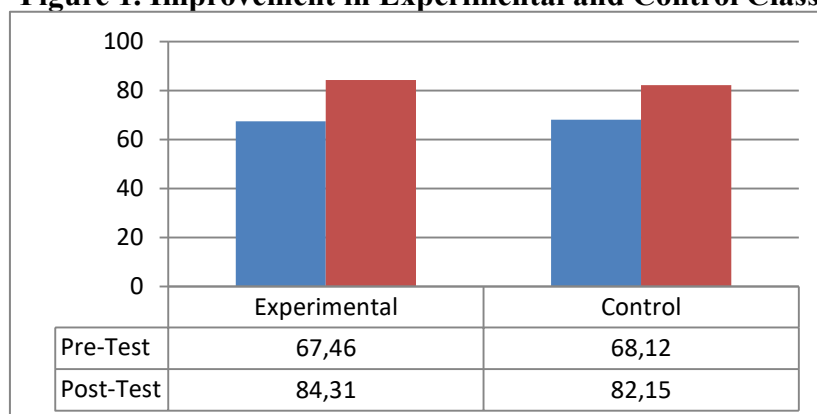
No	Student's Initial Name	Pre Test	Post Test
1.	AMMS	78	82
2.	ASS	66	80
3.	AS	71	83
4.	ASS	65	87
5.	BFO	73	85
6.	BLS	67	85
7.	CEP	73	91
8.	CZS	70	82
9.	DJA	66	87
10.	DAG	66	82
11.	GMHTB	60	85
12.	HMS	68	83
13.	IAL	70	85
14.	JPD	69	87
15.	JC	73	80

16.	JWT	78	90
17.	JCD	62	87
18.	JFM	57	82
19.	KTLN	60	82
20.	MPHS	73	85
21.	MS	73	91
22.	MPT	57	82
23.	MEP	56	78
24.	NSS	69	86
25.	PBHB	67	83
26.	RS	68	83
27.	RJZ	66	81
28.	RMPLR	73	87
29.	TFT	73	85
30.	VMP	65	80
31.	WBS	62	87
32.	YCS	65	85
Σ		2159	2698

In the experimental class, the highest pre-test score recorded was 78, while the lowest score was 56. After implementing the dictation technique as a teaching method, the post-test results showed a significant improvement, with the highest score reaching 91 and the lowest score at 78. The total score for the pre-test in the experimental group was 2159 points, resulting in an average pre-test score of 67.46. Following the instructional intervention, the experimental group achieved a total of 2698 points in the post-test, leading to an improved average score of 84.31.

This data illustrates a clear positive trend in student performance, emphasizing the effectiveness of the dictation technique in enhancing descriptive text writing skills. The increase in both the highest and average scores from the pre-test to the post-test indicates that the teaching strategies employed had a significant impact on the students' ability to write descriptive texts. These findings highlight the importance of innovative teaching methods in promoting student engagement and improving educational outcomes in writing skills.

Figure 1. Improvement in Experimental and Control Class



After calculating the mean scores for both the pre-tests and post-tests of the experimental and control groups, the researcher illustrated the combined data through a graph. The chart clearly indicated an improvement in student performance, especially following the intervention. The experimental group, which employed the dictation technique as a teaching method, demonstrated a significant increase in scores. Specifically, the mean score for the experimental class improved from 67.46 in the pre-test to 84.31 in the post-test.

In contrast, the control group, which continued with traditional teaching methods, showed a more modest improvement, with their mean score increasing from 68.12 in the pre-test to 82.15 in the post-test.

This resulted in an increase of 16.85 points for the experimental class, while the control class experienced an improvement of only 14.03 points. The findings of this study suggested that the use of the dictation technique had a significant impact on enhancing students' descriptive text writing abilities. The greater improvement observed in the experimental class compared to the control class indicated that using engaging teaching methods could be an effective strategy for developing writing skills among students. This underscored the importance of innovative teaching methods in promoting student engagement and improving educational outcomes in writing skills.

Testing Hypothesis

After conducting the data analysis, the researcher found that the t-test value was 3.00. The distribution table and t-test value were then calculated for various degrees of freedom (df). In this study, the degrees of freedom were determined to be 62, and at a significance level of 0.05, the t-table value was also 1.670. Based on these calculations, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected, as the t-test value surpassed the t-table value at the 0.05 significance level, specifically $3.00 > 1.670$.

Research Findings

The data analysis allows researchers to conclude that dictation procedures have a considerable impact on students' writing ability.

1. The Impact of Dictation Techniques. Dictation procedures significantly improve students' descriptive writing skills.
2. Experimental Class
 - a. The experimental class had an average pre-test score of 67.46 and a post-test average of 84.31.
 - b. The experimental class had a pre-test score ranging from 56 to 78.
 - c. The experimental class's post-test scores ranged from 78 to 91.
 - d. The mean total score for the experimental class variables (M_a) was 16.84.
3. Control Class
 - a. The control class had an average pre-test score of 68.125, while the experimental class's average post-test score was 82.15.
 - b. During the pre-test, the control group scored between 57 and 82.
 - c. The post-test scores for the control class ranged from 73 to 91.
 - d. The average total score for control class variables (M_b) was 13.84.

The hypothesis testing findings show that the calculated t-value of 3.00 is higher than the t-table value of 1.670 at a significance level of 0.05 for a two-tailed test.

Discussion

The goal of this study was to look at how dictation techniques affected the writing skills of seventh-grade students at SMP Negeri 7 Pematangsiantar. The study was done with two classes: one (VII-1) was designated as the experimental group, and the other (VII-2) functioned as the control group. Both groups completed the same pre-test and post-test measures. However, after the pre-test, the experimental group was instructed utilizing dictation techniques, whereas the control group was taught using standard methods without dictation. The results showed that pupils who were taught with dictation techniques outperformed those who were taught using traditional strategies.

The dictation technique improves students' capacity to create descriptive writings for a variety of reasons. Both the experimental and control groups took pre- and post-tests to determine the impact of dictation techniques on their writing abilities. The experimental

group's average pre-test score was 67.46, showing that their writing skills remained below the minimum achievement criterion of 70. Following therapy, the experimental group's average post-test score rose to 84.31. The results showed a significant difference between the t-test and t-table values ($3.00 > 1.670$), indicating that the t-test value outperformed the t-table value.

The researcher noticed both positives and weaknesses in using the dictation technique. One noticeable flaw is that the teacher takes a long time to thoroughly explain the laws of the dictation approach. In contrast, one advantage of this strategy is that it encourages students' imaginations, resulting in higher levels of writing achievement. Finally, the dictation technique is considered useful for improving the teaching and learning process of producing descriptive writings.

CONCLUSION

Based on the data analysis, the researcher determined that the dictation approach had a substantial impact on pupils' writing ability. Several major findings support this view. The degrees of freedom (df) were found to be 62 ($df = N_a + N_b - 2 = 32 + 32 - 2 = 62$), and the t-table value at the 5% significant level for a two-tailed test was 1.665. The experimental class (M_a) had a pre-test score of 67.46, which improved to 84.31 after the test. In contrast, the average pre-test score for the control group was 68.125, which rose to 82.15. This implies that the guided dictation methodology is more effective than standard teaching methods.

After examining the data, the hypothesis test revealed that the estimated t-value (6.208) exceeded the t-table value (1.665). As a result, the alternative hypothesis (H_a) was accepted whereas the null hypothesis (H_0) was rejected. As a result, it can be inferred that the use of dictation techniques improves the ability of seventh-grade students at SMP Negeri 7 Pematangsiantar to produce descriptive writings. Teachers can encourage students to connect with descriptive readings by introducing dictation techniques into their sessions. Teachers must improve their abilities and create a pleasant classroom environment to engage students and promote active learning. Creating a supportive environment can assist students feel more comfortable sharing and expressing their ideas about the material. The running dictation technique is a good way to accomplish this. Dictation can be an effective approach for improving their writing skills. It not only helps with writing but also motivates students to collaborate, discuss, and help one other understand the content, making them more communicative in class.

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