

ABSTRACT

Mukminin, Amirul. 2015. The effectiveness of phonic dictation in english writing skill for the eighth grade students of Mts Wahid Hasyim kapuran badegan ponorogo in academic year 2014/2015. Thesis. English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo).Advisor:Tintin Susilowati, M.Pd

Key Word: Phonic Dictation. Writing skill

Writing is one of difficult language skill for language learner to master. The difficulty lies not only in generating and organizing ideas, but also in translating ideas. The other problems are vocabulary, grammar, and how to arrange word into good sentences. Therefore, some of the students are lazy to write and they need motivation in writing. The teacher should found good method to solve this problem. Game is one of appropriate method that can help to create dynamic and motivating learning process. Phonic dictation game would make writing activity more lot of fun and motivated. The statements of the problem of this research are: (1) Do the students who have taught by using phonic dictation achieve better score in English writing skill than the students who taught without using phonic dictation?

This research was pre-experimental design. The researcher was given a pre-test before the experimental treatment. After the treatment is finished the post test is administered to see the achievement. The researcher used T-test to analyze the result of the research. This research was conducted in MTs Wahid Hasyim Badegan-Ponorogo. The researcher took VIII A class as the subject of research, which consist of 21 students.

The research result shows that the result of writing achievement of the students who are taught using phonic dictation higher than the result of the students who are taught without using phonic dictation. The value of t_o is 6,17 and t_t value is 2,09 at 5% significant level with $db = 20$. It is mean t_o higher than t_t , so H_0 is accepted. Then the researcher could take the conclusion that the eighth grade students of MTs Wahid Hasyim Badegan in academic year 2014/2015 who are taught using phonic dictation achieve better than the students who are taught without using phonic dictation game.

CHAPTER I

INTRODUCTION

A. Background of Study

Language skills are often categorized as receptive or productive skills. Listening and reading are regarded as receptive skills because the focus is on receiving information from an outside source. Speaking and writing, on the other hand, are productive skills because the focus is on producing information.¹

According to Elbow, writing is an important skill to be mastered in learning English as foreign language. It is not only a means of communication where students can share their views and thought; it is actually a pre-requirement to master other language skills.² It means that writing is one of the important since it builds the students creativity. It will help the students express their thought, ideas, feeling as well as to communicate with others.

Writing can be of the challenging aspect of learning the English language. It is because writing is regarded as the most difficult skill for language learner to master. It involves much work and practice writing. The difficulty lies not only in generating and organizing ideas, but also in translating ideas. The other problems are vocabulary, grammar, and how to

¹David Nunan, *Practical English Language Teaching* (New York: The MC GrawHillCompanies, 2003), 24.

²Areej Al-Shourafa, "The Effect of Motivation on Jordanian 10th Grade Students' Writing Skill in English", *European Scientific Journal*, Vol. 8, No.22 (October, 2000), 235.

arrange word into good sentence.³ That statement shows that writing is a complex skill. It needs not only comprehension of language structure but also vocabulary enrichment and good grammar. Moreover, it needs mastery of thinking and arranging words so they can be understandable sentences.

Nevertheless, it is mostly the case that second language writing instructions are concerned more with correctness to form over function. In the classroom, students spend a great deal of time in copying models rather than expressing their own ideas creatively. Writing is used to show that students have mastered a particular grammatical rule, rather than have a good idea about the subject matter. In fact, correct spelling, grammar, and overall organization are the most important evidence of second language proficiency. For instance, the students' ability to form and write the future perfect tense correctly are seen as evidence of the students' ability to write, and moreover, of the students' overall English ability.⁴ In fact, because of limited class time, writing may receive insufficient attention from teachers, or be relegated to a homework task. Besides that, other may feel that because writing tends to be a silent and reflective activity. It has no place in an active busy classroom.

As a result of this case, the students have few opportunities to use this language in order to communicate, especially in written form. They are unusual to explore their ideas in writing form. Only few of students can write

³Peter Lucantori, *Teaching and Assessing Skills in English as a Second Language* (Edinburgh: Cambridge University Press, 2006), 52.

⁴David Nunan, *Practical English Language Teaching*, (New York: The MC Graw Hill Companies, 2003), 89.

well in the target language. It is because their experience of written language is still limited. Hence, the students often feel frustrated in writing.

In accordance to the general problems above, the teacher should be able to facilitate the students optimally in writing process. As facilitators in developing students' skill, teachers should be creative in learning process. The joyful environment will be creating.⁵ Accordingly, it is not a simple and easy task for the teachers to provide various strategies that can increase the students' skill in writing. The suitable of strategies or method used by teachers will make the students interested in writing activity. One of the ways is using activity guide technique in teaching learning process.

Game is one of activities which can help to create dynamic and motivating classes. Game can be a great way to engage students in the classroom so they can learn their lessons while having fun. By using game, teachers can conduct their lessons and change a boring, threatening and stressful classroom atmosphere into a relaxing, supportive and enjoyable learning environment which is brings a positive influence on learners' skill.⁶

There are many games that the teachers can use in teaching writing, phonic dictation is one of the games that can be applied which provides an opportunity for the students to cooperate with others and gives an opportunity for shy or unconfident students to participate. This activity is often used to

⁵ Jack C. Richards & S. Theodore Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis* (Edinburgh: Cambridge University Press, 1986), 91

⁶ Chiang Oi Kit, "Report on the Action Research Project on English Dictation in a Local Primary School", *Hong Kong Teachers' Centre Journal*, Vol.2 (February, 2004), 1.

inject some fun into the learning, or to enliven a bored class.⁷ Phonic dictation game is multi-skill activity involving speaking, listening, reading and writing, but in this research the researcher focuses in writing skill. This game can be used in the classroom but also make an ideal outdoor activity. It is meaningful activity, motivates the students and a lot of fun. The major goal of the study of phonic dictation is increasing students' writing skill. The students must write and understand about their article. For the teachers, phonic dictation can be used as reference in learning process especially in teaching writing. It is generally asserted that students can be helped to get their writing purpose effectively and can help the teacher in teaching writing as well.

According to the statement above, the researcher is interested to find out the effectiveness of phonic dictation game in English writing skill. Therefore, it is going to be conducted a research entitled "The effectiveness of phonic dictation in English writing skill for the eighth grade students of MTs Wahid Hasyim Kapuran Badegan Ponorogo in academic year 2014/2015".

B. Focus of the Study

This research focuses on the effectiveness of using phonic dictation in English writing skill. Besides, this research focuses on whether a differences between using and do not using phonic dictation in English writing skill.

⁷Mark Avery, Running Dictation, (ISELP Teacher Trainer) (Kediri: PondokPesantrenAr- Risalah, 2006), 1.

C. Statement of the Problem

From the background of study above, the problems can be identified as; Do the students who are taught by using phonic dictation achieve better score in English writing skill than the students who are not taught using phonic dictation?

D. Objectives of the Study

Regarding to the problem statements, objectives of the study to find out whether the students who are taught by using phonic dictation achieve better score in English writing skill than the students who are not taught using phonic dictation.

E. Significance of The Study

The result of this study is expected to be beneficial for the teacher and the students described as follow:

1. Theoretical significance

- a. The result of this research can improve the knowledge about the teacher ways of using phonic dictation in writing skill.
- b. The result of this research can be used as the reference for those who want to conduct a research in writing skill.
- c. The result of the research can be useful for English Teacher in their writing class by using phonic dictation.

2. Practical significance

a. For the English Teacher

- 1) It can be considered to train the students' writing skill.
- 2) It helps to find better method in teaching a writing class.

b. For the students

- 1) It will improve students' ability to solve their problems in writing class.
- 2) To create an interesting method in learning of writing.

c. For the readers

This study is expected to give a contribution to readers particularly the student of English department of STAIN Ponorogo in enriching reference concerned with using phonic in writing class.

CHAPTER II

THEORITICAL BACKGROUND

F. Theoretical Analysis

1. Writing

a. Definition of Writing

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it.⁸ Writing is an important part of language teaching as it also functions as an essential tool for learning in which students expand their knowledge of the language elements in real use. Writing is also viewed as a social and cultural phenomenon as it is meaning- making that is socially and culturally shaped and individually and socially purposeful (Weigle, 2002). In this sense, writing falls into complexity and importance as well.⁹

The realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving. Typing or cooking and like any skill, it can be learned. The good news is that the skill of writing can be

⁸Oshima, Alice, *Introduction To Academic Writing*, (America: The Christian science monitor and the world media project Addison warleylongman, 1997), 2

⁹YudiCahyono, Bambang, *The teaching of English language skill and English language components*, (University of Malang Press, 2010), 104

mastered, and if you are ready to work, you will learn what you need to know.¹⁰

Additionally, Caroline says that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.¹¹ This definition is in line with Nunan's idea who states that writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader.¹² It is not only a physical act but also a mental act. Moreover, the mental act works more dominant than the physical act. So that is why writing is assumed as the most difficult language skill.

According the statement above, the researcher can conclude that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete.

b. The Goal of Writing

Writing has some goals that students or writers want to be achieved. The fundamental goal of writing is to express ideas, feeling and thought in the written form. Likewise, an expert assumes that

¹⁰Langan, John, Collage writing skills (New York: Mc. Graw- Hill Comp3nies,2005), 12-13

¹¹ Caroline T. Linse, Practical English Language Teaching: Young Learners, (New York: McGraw Hill, 2005), 98.

¹² David Nunan, Practical English Language Teaching, (New York: McGraw Hill, 2003),

purpose of the writing is the expression of ideas, the conveying of message to the reader. So, the ideas themselves should arguably be seen as the most important aspect of the Writing. The goals of writing such as:

- 1) Expressing ideas and opinion in written form.
- 2) Describing person, an object, a place, etc.
- 3) Defining a concept or an idea and interpret it with examples
- 4) Telling story or sequence of events
- 5) Discussing or arguing a topic as an article
- 6) Reporting an event, an experiment, or a scientific fact
- 7) Teaching the written discourse of English

In the early stages of course oriented towards oral proficiency, writing serves a variety of pedagogical purposes:

- 1) The introduction and practice of some form of writing enable us to provide for different learning styles and need.
- 2) Written work serves to provide the learners with some tangible evidence that they are making progress in the language.
- 3) Exposure that the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.

- 4) Writing provides variety in classroom activities, serving as a break from oral work.
- 5) Writing is often needed for formal and informal testing.¹³

From statements above, the goal of teaching writing is encouraging students to express their ideas and imagination in written form with the good language and structures.

c. The Writing Process

The writing process is intended to provide a step-by-step model for writing so that the finished piece is the best it can be. Based on Kathy, writing process consists of six stages they are pre-writing, drafting, self-review and peer review, revising, editing, and publishing. Those stages of writing are highlighted as follows:

1) Pre-writing

In the initial step, teachers set the stage for students to write by helping them stimulate ideas. Ideally teachers will have consulted their content standards to guide them in their expectations for the overarching assignment, so this is a targeted prewriting activity geared to the type of assignment {e.g., personal narrative, short story, etc}.

The researcher can choose one of them to explore thoughts and ideas, and make them visible and concrete in writing skill. There

¹³ Laura N. Gitlin & Kevin J. Lions, *Successful Grant Writing* (New York: Springer Publishing Company, 2008) 89.

are many ways that teachers can assist students in charming their brains' juices to plan for writing (or dictated) work, such as: discuss ideas with peers, write key thoughts and questions, record reactions and observations, take notes, free writing, and brainstorm ideas.¹⁴

2) Drafting

After brainstorming, students are primed for writing a rough draft. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction

There are several strategies and skills applied to the drafting process in writing, they are:

- a) Getting started (adapting the free writing technique).
- b) Optimal monitoring of one's writing (without premature editing and diverted attention to wording, grammar, etc.).
- c) Peer-reviewing for content (accepting or using classmates' comment).
- d) Using the instructor's feedback.
- e) Editing for grammatical errors.
- f) Read aloud technique (in small groups or pairs, students read their almost final drafts to each other for final check on errors, flow of ideas, etc.).

¹⁴ Kathy Tuchman Glass, Curriculum Design for Writing Instruction (California: Corwin Press, 2005), 181.

g) Proofreading.¹⁵

The researcher can choose one of them to explore thoughts and ideas and make them visible and concrete in writing skill.

3) Self-Review and Peer Review

When pupils critique student examples and examine their own and classmates' writing for a particular assignment they are currently working on, their own work improves. Providing a venue for students to review their own and each other's writing and to make comments is essential to the writing process.

To assist in this step, assign one or more of these suggested strategies to help students with self-review and peer review:

- a. Respond to other writing by asking questions and making comments.
- b. Assist classmates in editing for proper grammar and conventions usage.
- c. Determine the strongest features of the paper.
- d. Determine the purpose of writing, and assess if this goal is achieved.
- e. Ask for feedback.
- f. Assess own paper against checklist or rubric.
- g. Assess classmates' papers against checklist or rubric.

4) Revising

¹⁵ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition (San Francisco: Longman, 2001), 348

At this point, students have written their rough drafts, have critically reviewed their own papers, and have obtained comments from peers. This stage allows students to take a look at what they've written and at their own and others' comments and then to revise their papers accordingly. It might mean students make a significant change by deleting whole paragraphs or something less intrusive, such as using stronger vocabulary where weaker words and phrases once were. Students may also have opted to revise their papers after the self-review stage, before their peers review them.

Suggest several of these points to students to assist them in revising their written work. Many of the line items are probably part of the students' checklist you initially created for the assignment, so steering students back to that might be worthwhile.

- a) Review the students' checklist, rubrik, or both to be ever-mindful of the criteria, and make appropriate revisions.
- b) Reread and revise to analyze and clarify meaning.
- c) Rearrange words, phrases, and paragraphs to improve or clarify meaning.
- d) Add sensory words and details
- e) Clarify content area word usage so readers have a greater understanding of unfamiliar concept words.
- f) Delete extraneous information that does not add to the overall pieces, gets off track, or is boring.

- g) Rethink and rewrite for different audiences and purposes.
 - h) Check for consistent point of view so that the entire paper is written from either first-or third-person point of view.
 - i) Check that second-person point of view ("you") is not use in formal writing.
 - j) Check for transitions between paragraphs and within paragraphs so sentences flow.
 - k) Check accuracy of information so that the facts are indeed correct.
 - l) Produce multiple drafts.
 - m) Incorporate suggestions from peers and teachers that serve to enhance paper.
- 5) Editing

In the editing stage of the writing process, students need to focus on the mechanics and conventions of writing: is the spelling correct? Are sentences well constructed? What about proper punctuation? Students need to be diligent editing their papers. Sometimes reading paper aloud will assist with catching errors. Often when we read our own papers, we magically put in words because they were intended to be there, and we even skip over errors. Students edit written work by doing the following:

- a) Proofread using a dictionary and other reference materials.

- b) Edit for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level.
 - c) Include illustrations, photos, charts, graphs, software graphics, or maps.
 - d) Consider format of the paper in term of proper paragraphing, margins, indentations, and titles.
- 6) Publishing

The final stage of writing process- publishing is the time students should sit back and be satisfied with a job well done. Publishing can be done with a short piece of writing and does not always indicate the completion of major writing' assignment. The final piece should, though, be word processed or very neatly written. Whatever the writing forms, the finished piece can be shared with others.¹⁶

d. The Skill of Writing

The writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. The following analysis attempts to group the many and varied skills necessary for writing good process into five general components, they are:¹⁷

- 1) Language use

¹⁶Kathy Tuchman Glass, Curriculum Design for Writing Instruction, 185.

¹⁷J.B.Heaton, Writing English Language Tests, (New York: Longman, 1990), 135.

Language use is the ability to write correct and appropriate sentences.

2) Mechanical skills

A mechanical skill is the ability to use correctly those conventional peculiar to the write language, e.g. punctuation, spelling.

3) Treatment of content

Treatment of content is the ability to think creatively and develop thoughts, excluding all irrelevant information.

4) Stylistic skills

Stylistic skills are the ability to manipulate sentences and paragraph, and use language effectively.

5) Judgment skills

Judgment skills are the ability to write in a particular manner, to select, organize and order relevant information.

From the statements above, the researcher is able to conclude good writing skill is covered by the mastery of language use, mechanical skills, treatment of content, stylistic skill, and judgment skill.

Parkinson states that there are some skills in writing:

- 1) Articulate experience and express what is thought, felt and imaged.
- 2) Order and present facts, ideas and opinions.
- 3) Use language and register appropriate to audience and context.
- 4) Exercise control of appropriate grammatical structure.
- 5) Understand and use a range of apt vocabulary.

- 6) Demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling.¹⁸

The researcher can choose one of them to explore thoughts and ideas, and make them visible and concrete in writing skill.

e. Assessing Writing

Assessment is a general process of monitoring or keeping track of learners' progress. So, assessment is important to know students' understanding about learning English. Assessment can monitor students' achievement.¹⁹ There are some criteria in assessing writing such as:

1) Content

In content the aspects that will be assessed are identifications of text and description about the topic.

2) Organization

How the students create well organized and perfectly coherent that will be assessed in organization

3) Vocabulary

The students must use the effective choice of words and use of words form.

¹⁸Tony Parkinson, *Teaching and Assessing Skills in First Language English* (USA: Cambridge University Press), 41

¹⁹Tricia Hedge, *Teaching & Learning in The Language Classroom* (USA: Oxford University Press, 2000), 376.

4) Grammar

Grammar is specific criteria in writing because it determines the good of sentences.

The researcher can chooses one of them to explore thoughts and ideas, and make them visible and concrete in writing skill.

f.Kinds of Writing Text

In writing, there are many kinds of genre to compose writing. They are descriptive, exposition, procedure, recount, and narrative, etc. These are types of writing text:

1) Descriptive

Descriptive is a text which says what a person or a thing is like. The purpose of this text is to describe and reveal a particular person, place, or thing. The generic structure:

- a) Identification: It identifies the phenomenon to be described. It can mention the name, occupation, profession and carrier.
- b) Description: It describes the phenomenon in parts, qualities, and characteristics. It can mention the physical feature, characteristics, and personality of the object described.

In the writing process of descriptive text writer can analyze the generic structure and language features. Language features of descriptive text include: using attribute and identifying process, using

adjective and classifiers in nominal group and using simple present tense.

2) Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The generic structure:

- a) Orientation: introducing the participants and informing the time and place.
- b) Complication : describing the rising crises which the participants have to do with
- c) Resolution: showing the way of participant to solve the crise, better or worse.

After the researcher analyzes the generic structure, she can understand and study about language features of narrative. There are some language features that use in narative text such as using processes verbs, using temporal conjunction, and also using simple past tense.²⁰

3) Exposition

Exposition is a text that elaborates the writer's idea about the phenomenon found in society. Its social function is to persuade the reader that ideas important matter. The generic structure:

- a) Thesis: introducing the topic and indicating the writer's position

²⁰NorfiAnten, Discussion Material of Genre for Senior High School Student (Solok: SMA Students' Modul of English), 14

- b) Argument 1: explaining the argument to support the writer's position.
- c) Argument 2: explaining the other argument support more.
- d) Reiteration: restating the writer's position.

From the statement above, to understand the exposition text is not easy, because it concern not only generic structure but also the language features. Language features of exposition can be identified by the using of correlation process, internal conjunction, causal conjunction, simple present tense.²¹

4) Procedure

Procedure in a text shows a process in order. Its social function is to describe how something is completely done in sequence of series. The generic structure as follows:

- a) Goal: showing the purpose.
- b) Material: telling the needed materials.
- c) Step-end: describing the steps to achieve the purpose.

Beside generic structure, the following are some features to understand about language features of procedure. Language feature of procedure text consist of: using temporal conjunction, using action verb, using simple present tense.

²¹Ibid., 42.

5) Recount

Recount is a text which retells events or experience in the past. Its purpose is either to inform or entertain the audience. The generic structures of recount are orientation, events, and reorientation.²²

From the statement above, the researcher is able to conclude that that kinds of writing are narrative, exposition, procedure, recount, and descriptive. The researcher chooses one kind of them. It is descriptive as material in teaching learning, especially in teaching writing process.

2. Phonic Dictation Games

1) Games

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

²²Ibid, 42

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.²³

2) The advantages of using games in learning

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is a hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. There are many advantages of using games in the classroom:

- a) Games are a welcome break from the usual routine of the language class.
- b) They are motivating and challenging.
- c) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- d) Games provide language practice in the various skills- speaking, writing, listening and reading.
- e) They encourage students to interact and communicate.
- f) They create a meaningful context for language use.²⁴

²³ Aydan Ersoz, Six Games for the EFL/ESL Classroom. TESL Journal, Vol.VI, No.6 (June, 2000), 20

²⁴ Lee Su Kim, "Creative Games for the Language Class", Forum Journal, Vol. 33, No.1 (March, 1995), 35

In conclusions, games are one effective and interesting way that can be applied in any classrooms. Games are used not only for more fun, but also more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

3) The Definition of Phonic Dictations

Dictation provides pupils with a good opportunity to apply the phonic skill they have learnt to spell new word. It also facilitates the development of pronunciation and spelling skill.²⁵

Writing is more difficult than reading, so arguably its need more time to be spent practicing it. Student will initially find writing extremely difficult and intimidating, and it is important not to over whelm them at this point. Correction should be sparing and focused on the most important and easily understood errors.

Start out small, with short (3-5) sentences self- introduction or diaries and gradually expand the length and increase the difficulty of the content. Short writing assignment are good way to review and reinforcement student" current language target by giving them topic that require them to use vocabulary or grammar they learn recently.

With practice, student will become more confidence and ambitious writers. Also, writing their own sentences and choosing words

²⁵ Curriculum Education Section, "Using dictation to develop pupil's listening and writing skill", Education Beureau, 2011

and constrictions will really help them process and internalize language they are working with.

From those definitions, researcher concludes that running dictation games organizing a class by deciding the students into several small groups to get information from materials that provide by the teacher.

4) The Application of Phonic Dictations in English Writing Skill

Phonic dictation is Phonics Dictation practices both listening and writing skills of students individually.

Students must listen and write as the teacher calls out first single phonemes, then CV blends, then CVC syllables. Eventually students should be able to write down words that include consonant clusters and several syllables.

Phonics Dictation is also important for practicing spelling rules, such as use of 'ck' after short vowels. It is also useful for assessing your students' progress. Data from Phonics Dictation activities will help you make decisions about how fast to progress, and which activities to prioritize in upcoming lessons.

Beside the steps above, there is another way of steps that declared by MANUS University. The step of this phonic dictation is sustainable. It is from low level into upper level which is taught adjusted by the age and the ability of students. The examples of these

levels are, from both of vowel and consonant letter, then words with short vowel, then words with long vowel, and ect.

A brief example as table below:²⁶

LETTER DICTATION						
(Vowel and Consonant)						
a	g	h	k	j	w	h
n	u	s	r	t	t	b

WORD DICTATION						
(Short A)						
fat	cat	rat	pat	sat	man	van
pan	rap	cap	tan	lap	map	bat

WORD DICTATION						
(Short O)						
got	hog	log	rob	sob	mop	top
bog	dot	pots	pop	popping	pops	hopping

WORD DICTATION						
(Silent E)						
kite	rid	ride	hide	hid	mad	made
dime	dim	make	joke	poke	poking	pope

²⁶ Rosanne Manus, Spelling Dictation, (NC: Manus Academy, 2010), 2-8

WORD DICTATION						
(Beginning Consonant Blends)						
flag	glad	slam	clam	flap	clap	slap
clan	plan	slat	flat	blab	slab	flip

WORD DICTATION						
(Vowel Diagraph)						
rain	train	faith	plain	brain	ray	pray
spray	sway	trays	coat	coach	coast	soak

a) The activity guide of phonic dictation:

1. Warn students that once you start the activity they must not talk to each other or look at each other's work.
2. You will deduct X points from a team if you catch anyone cheating. The number of X is worth experimenting with. It could be 5 points, 10 points, 50 points ...It needs to be high enough to be a real disincentive to cheating, but if it is too high, you risk in motivating a whole team, just because of one "naughty" member.
3. Tell students that you will only say each word three times, so do not ask for more!
4. Run the activity
5. Modeling.
6. However, call out 3- 4 words for each level of difficulty before proceeding to the next level.

7. After saying each word, write it down on a piece of paper to use as an answer key.
8. If possible, walk around the classroom as you call out the words. Check that students are not cheating, and assess the extent to which they are actively engaged in the activity.
9. After you have finished the dictation, tell the Team Captains to collect the Phonics Dictation Sheets from other teams. For example Blue Captain collects all sheets from Green Team.²⁷

b) The phonic dictation Features:

1. A particular phonic concept is the focus of each passage.
2. Pupils are required to complete five tasks for each passage, demonstrate their understanding by illustrating it and attaching labels, identify and correct spelling and punctuation errors, copy the passage to focus on handwriting and then the passage is dictated to them.
3. Speech pathologists, occupational therapists and teachers collaborated in the developmental of this valuable resource.²⁸

G. Previous Study

Listening is very important skill in teaching and learning English. As teachers, we should improve the quality of teaching and learning process.

²⁷Teacher Foundation Pdf, V.10

²⁸Diana Rigg, Phonic Dictation book A, (Print ED Publishing), 2012

Here, the teacher must handle the class by using some methods, techniques, and media.

Based on statements above, the researcher takes a previous research finding. This research was presented by Ulfaiyahlatul Latilah (210907005) by the title "The implementation of dictation technique in teaching writing at the tenth grade students of Al-Islam Boarding school in academic year 2010/2011.

This study was qualitative research. This research was conducted at MA Al Islam. There were 49 students.

There are some problems statements of this as follow, 1) Why is the dictation technique writing at the tenth grade students of Al Islam boarding school in academic year 2010/2011?. 2) How is the implementation of dictation technique in teaching writing at the tenth grade students of Al Islam boarding school in academic year 2010/2011?. 3) What are the advantages of dictation technique in teaching writing at the tenth grade students of Al Islam boarding school in academic year 2010/2011?

From the result of observation the researcher use reading guide and dictation technique in teaching writing at the tenth grade students of Al Islam boarding school in academic year 2010/2011, the conclusion as follow:

- a. Dictation technique is applied in teaching writing at the tenth grade students of Al- Islam boarding school in academic year 2010/2011 can improve student's writing ability. By this technique students can write some English words little and step by step correctly. Furthermore, by dictation technique the students can more attention and concentration when teaching process.

b. The implementation of dictation technique in teaching writing at the tenth grade students of Al- Islam boarding school in academic year 2010/2011 are: first, the teacher gives apperception about the material that will be learned, than the teacher gives the gaps passage to the students, he reads that passage aloud twice until three times is followed a pause, the teacher asks one of the students to write in their tasks book, than the teacher and students correct their writing together, teacher asks to the students about that text, such as vocabulary, to find the moral value.

Dictation technique in teaching writing at the tenth grade students of Al- Islam boarding school is effective. It can be known that the student's score in writing is advance.

c.

he advantages of dictation technique in teaching writing at the tenth grade students of Al- Islam boarding school are: to make students more active and concentration during teaching and learning process, to correct student's writing in order they do not confuse when they write the English word, and dictation technique can increase student's vocabulary and pronunciation. Besides that, teacher can manage the class easily; teaching and learning process can run well, and dictation technique can as exercise listening and writing.²⁹

²⁹UlfaiyahlatulLatilah, "The Implementation of Dictation Technique in Teaching Writing," (Thesis, STAIN, Ponorogo, 2011),

This second previous research was presented too by Widya Dwi Astuti (210907040) by the title "Teaching listening comprehension using song dictation qualitative research in MA Al- Mawaddah Ponorogo.

This study was qualitative research. This research was conducted at MA Al- Mawaddah Ponorogo. There are some problems statements of this as follow, 1) Why is the song dictation strategy applied in teaching listening at tenth grade students of MA Al- Mawaddah Coper Jetis Ponorogo academic year 2010/2011?. 2) How is the implementation of teaching listening using song dictation at tenth grade students of MA Al- Mawaddah in academic year 2010/2011. 3) What are the advantages of the implementation of song dictation strategy in teaching listening at tenth grade students of MA Al- Mawaddah in academic year 2010/2011?

From the result of observation the researcher use reading guide and teaching listening comprehension using song dictation qualitative research in MA Al- Mawaddah Ponorogo, the conclusion as follow:

- a. The reason in implementing song dictation strategy are: song dictation fosters unconscious thinking in the students new language, and also develops student's skill in English (speaking, writing, and reading)
- b. In the teaching listening process, there are three activities. There are: before the listening plan for the listening task such as lesson plan and material, during listening the teachers ask the students to listen to the cassette and fiil the gaps with the suitable words. Then the students study and understand

the text of song and after listening or evaluation the student make a conclusion from then texts.

The advantages of song dictation in teaching listening comprehension at MA Al- Mawaddah Coper Jetis Ponorogo in academic year 2010/2011 for the teacher are the students feel more enjoy, interest, they have good interaction, and the melody and rhythm of songs help to maintain the natural rhythm and stress of speech which can be easily lost by dictating sentences at a slow pace, and for the teacher: song dictation help to attain the goals in teaching and learning process and for students are they can get interest in the lessons, assist them in developing their language skills, more enjoy and active in the classroom.³⁰

H. Theoretical Framework

Phonic dictation is Phonics Dictation practices both listening and writing skills of students individually. Students must listen and write students should be able to write down words that include consonant clusters and several syllables.

Writing is a progressive activity. The realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving. Typing or cooking an like any skill, it can be learned. The good news is that the skill of writing can be mastered, and if you are ready to work, you will learn what you need to know.

³⁰WidyaDwiAstuti, "Teaching Listening Comprehension Using Song Dictation," (Thesis, STAIN, Ponorogo, 2011),

X= Phonic Dictation Game

Y= Writing Skill

Those variables are Phonic Dictation Technique (X) as independents variables and Writing Skill (Y) as dependents variables. From two variables above, the researcher conclude that theoretical framework as follow.

The students which use phonic dictation game have better writing skill than the students who without using phonic dictation game.

I. Hypothesis

Hypothesis in this research can be stated based on the theoretical analysis and theoretical framework. The hypothesis as follow:

Ha: There are significance differences of students in writing skill who taught by using phonic dictation game and who are taught without using phonic dictation game at the eighth grade students of MTs Wahid Hasyim Kapuran Badegan Ponorogo in Academic Year 2014/2015.

Ho: There are not significance differences of students in writing skill who taught by using phonic dictation game and who are taught without using phonic dictation game at the eighth grade students of MTs Wahid Hasyim Kapuran Badegan Ponorogo in Academic Year 2014/2015.

CHAPTER III

RESEARCH METHODOLOGY

Research is the process to get the solution of problems after doing the study and analysis of various factors. Research is a scientific method for gaining the knowledge by using an investigation for finding out empirical fact which verifies the hypothesis. Research in common parlance refers to a search of knowledge. One can also define research as scientific and systematic search for pertinent information on a specific topic.³¹ Research is careful study or investigation especially in order to discover new facts or information.

The approach in this research was quantitative approach. Quantitative approach emphasized precisely measuring variables and testing hypotheses that are linked to general causal explanation.³² Quantitative research based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in term of quantity.³³ Quantitative method consists of two kinds. They are experimental (pre-experimental design, quasi experimental design and true experimental design) and non experimental (descriptive, survey, expose facto, comparative and correlation).³⁴

³¹ C. R. Khotari, *Research Methodology: Method and Technique* (New Delhi: New Age International (P) Limited Publisers, 2004), 1.

³² W. Laurence Neuman, *Social Research Methods: Quantitative and Qualitative Approaches* (USA: Allyn and Bacon, 1991), 122.

³³ Khotari, *Research Methodology*, 3.

³⁴ W. Laurence Neuman, *Social Research Method*, 207

A. Research Design

This research employed pre-experimental design. The pre-experimental design of this research is using One-Group Pretest-Posttest design. It is a research design conducted without a control group. In this research, the group is given a pre-test before the experimental treatment. After the treatment is finished the post test is administered to see the achievement. The effectiveness of instructional treatment is measured by comparing the average score of the pretest and the post test. When it turns out that post test average score is significantly higher than the average score of the pretest, then it is concluded that the instructional treatment is effective. Another name of this pre-experimental design is One-Group Pretest-Posttest Design.³⁵

According to John, the design of the research is as below:

Experimental	01	X	02
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Notes:

Experiment : The class who is taught using phonic dictation game.

01 : Pre test for the experiment class

X : Treatment

02 : Post test for the experiment class.³⁶

The research design that is used by the researcher is adjusted with the purpose of the study. That is to know the effectiveness of phonic dictation

³⁵

³⁶Ibid, 161

game in writing skill for twelfth grade students of MTs Wahid Hasyim Kapuran Badegan Ponorogo in academic year 2014/2015 by comparing students' writing skill who use phonic dictation game and who do not use phonic dictation game.

The researcher tried to express phenomenon by collected data from natural research to understand phenomenon and to get conclusion after observed the fact. The result of collecting data treated as the data of this research to prove the hypothesis the formulated.

B. Population and Sample

1. Population

Before conducting an observation, we need to determine the population. Population is defined as all members of any well defined class of people, event or subject.³⁷ From that statement it can be said that population is the research object as a target to get and collect data. In this research, the writer took all the eighth grade students of MTs Wahid Hasyim Kapuran Badegan Ponorogo in academic year 2014/2015 as the population.

2. Sample

Sample is a half and or a part of the population which is being researched. Study of sample is used as means to find the information about the population. The result of sample should represent and reflect the characteristics of population. The research of the sample may be done if the

³⁷ Fred N. Kerlinger, *Foundations of Behavioral Research*, (New York, Holt Rinehart and Winston, 1996), 52.

condition of subject is homogenous. The sample of this research is taken from eighth grade students randomly. So the writer used Random sampling as a technique. The purpose of random sampling is accuracy. Probability samples that rely on random process require more work than non random ones. Random samples are most likely to yield a sample that truly represents the population.³⁸

Random sampling technique can be carried out through these ways such as simple random, stratified, systematic, cluster.³⁹ In this research, researcher used simple random sampling as a technique. In random sampling technique, sample at least covers 10-15 % part of the population. The steps at randomizing sample were as follows:

- a. Preparing piece of papers;
- b. Writing the class code on the papers prepared;
- c. Rolling the paper well;
- d. Putting the rolled paper in a can;
- e. Shaking the can several times and
- f. Taking two rolled paper to be the sample.

In this study the researcher took a class at the eighth grade of MTs Wahid Hasyim that used as a sample. This class consists of 21 students.

³⁸ W. Laurence Neuman, *Social Research Method*, 195

³⁹ *Ibid*, 216

C. Instrument of Data Collection

Instrument is an implement used for a particular purpose, especially for delicate or scientific work. There are four ways to collect the data in research; those are observation, test, questioner and document.

In this research instrument to collected date was test. The test was constructed by the researcher based on the standardized procedures of making test. The test was divided into two parts. They are pretest and post test for students that used phonic dictation game in writing skill and test for students that not used phonic dictation game in writing skill. The test was to gain information about the student's writing skill after teaching process finish.

Instrument of data collection can show as the table below:

Table 3.1

Instrument of Data Collection

Title of Research	Variable	Indicator	Subject	Technique	No. Item
The Effectiveness Of Phonic Dictation Game In English Writing Skill For Twelfth Grade of MTs Wahid Hasyim Kapuran Badegan Ponorogo In Academic Year 2014/2015	Writing Skill	The students are able to write the words and sentences from the teacher	The Twelfth Grade of MTs Wahid Hasyim Kapuran Badegan Ponorogo In Academic Year 2014/2015	Test	Words and sentences

D. Technique of Data Collection

Data is one of essential components is a research activity. The accurate data is the starting points to conduct a research. Suharsimi said, that “data adalah hasil pencatatan peneliti, baik yang berupa fakta maupun angka.”⁴⁰ In this research is using test and documentation method for collecting data.

1. Test

Margono said, that test is “Seperangkat rangsangan (stimuli) yang diberikan kepada seseorang dengan maksud untuk mendapat jawaban yang dapat dijadikan dasar bag penetapan skor angka.”⁴¹

In the experimental research is using pretest and pos test.⁴² The pretest is to know the writing ability of the students before treatment or teaching by using Phonic Dictation Game and the post test is to know how effective the treatment is.

a. Validity of Instrument

Validity is a requirement that important tool evaluation. The mean validity is probably the single most important aspect of design of any measurement instrument in educational research. However good our design research or sophisticated our statistical analyzes, the result will be meaningless if we aren’t actually measuring what we are purporting to

V, 107

⁴⁰ Suharsimi, Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, edisi revisi

⁴¹ Margono, *Metodologi Penelitian*, 170

⁴² Adnan

measure. Validity could be divided into four types, namely content validity, construct validity, predictive validity and concurrent validity.⁴³

2. Documentation

Documentation is a method of documentation, which is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, and so on.⁴⁴ In this study documentation is used to get data of students, teachers, and all about MTs Wahid Hasyim Kapurn Badegan Ponorogo.

E. Data Analyzing

The data analysis is conducted when the researcher collects data from the beginning of the research to the end. The data analysis begins when the researcher observation and test the respondents. Then, it can conduct when the researcher completes the process of collecting data. Then calculate the average of students' writing score who teach use phonic dictation game and those who don't. And then compare the students' writing score.

In this research t-test is used to analyze the result of the test. There are two kinds of t-test, Independent and non-independent. In this research the researcher used T independent experiment, because in this research there were class experiment and class control as respondent. The data analysis that used was T independent experiment with 5% significance level or 1% significance level with this formula as follow:

⁴³ Daniel Mujis, *Doing Quantitative Research in Education with SPSS*, 66

⁴⁴ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosda Karya, 2009), 135.

1. Calculation difference between variable I and variable II

$$M_D = \frac{\Sigma D}{n}$$

Notes: M_D = Difference between variable I and variable II
 = total of D, (D = X-Y)
 = total of first and second group

2. Calculation Standards Deviation

$$SD = \sqrt{\frac{\Sigma D^2}{n} + \left[\frac{\Sigma D}{n}\right]^2}$$

Notes: SD = standards deviation

3. Calculation Standard Error

$$SE M_D = \frac{SD_D}{\sqrt{n-1}}$$

4. Calculation value of t_0

$$t_0 = \frac{M_D}{SEM_D}$$

CHAPTER IV

RESEARCH RESULT

This chapter describes the research location, data description, data analysis, and data discussion. The general description or research location includes the background of location, geographical location, vision, mission, condition of students and teachers, and school organization at MTs Wahid Hayim Kapuran Badegan Ponorogo.

The data description includes the data of research subject or respondents. The data analysis is about the analysis of the data Phonic Dictation test. The discussion includes the discussion and interpretation of the data analysis result.

A. Research Location

1. Geographical Position and History of MTs Wahid Hasyim Kapuran Badegan Ponorogo

MTs Wahid Hasyim is located on jl. Pendowo Kapuran village Badegan district Ponorogo. The district's boundaries of this research location are:

- a. North side : Glinggang village
- b. South side : Tanjungrejo village
- c. East side : Bandaralim village
- d. West side : Karangjoho village

The establishment history of MTs Wahid Hasyim is TERLAMPIR

2. Vision and Mision of MTs Wahid Hasyim Kapuran Badegan Ponorogo

a. Visi

Terbentuknya pribadi yang berwawasan Islam ala Ahlussunah Waljamaah dan berpengetahuan modern yang mampu menjawab tantangan jaman.

b. Misi :

- 1) Melaksanakan proses pembelajaran yang aktif, kreatif, produktif, inovatif dan menyenangkan.
- 2) Membina dan mengembangkan kecerdasan, kepribadian serta peningkatan keimanan dan ketaaqwaan.
- 3) Membentuk siswa – siswi yang berbudi pekerti, berpengetahuan luas dan berjiwa ikhlas.
- 4) Mempersiapkan siswa – siswi sebagai pemimpin umat masa depan.

3. Condition of Students and Teachers

Educators or teachers in MTs Wahid Hasyim Kapuran Badegan ponorogo are 21 people. The teachers in MTs Wahid Hasyim said to be sufficient. But the weakness is some teachers teach a subject which is not suitable with the teachers department of study. Nevertheless, the learning process in this institution is suitable with the teachers' ability. From all 21 teachers, some are S1 licensed and others are SPG and SMA. Considered by the teachers' name and lesson classified on following table: attached⁴⁵

The number of students in MTs Wahid Hasyim Kapuran Badegan Ponorogo since the first till this time are increasing and decreasing. This case caused by addition of new schools in Badegand distict. The number of students of MTs Wahid Hasyim in this academic year is 194 students. The classification of the students is as following table:⁴⁶

4. Condition of employee

The employee of MTs Wahid Hasyim Kapuran is 2 employees. Although there are only 2 employees, but they can do their job well. But on doing some job these employees are helped by some teachers. The ideology of MTs Wahid Hasyim is a family, its mean all member in this school are help each other.

5. Media in MTs Wahid Hasyim

Media is one of something which influences the goal of learning process. It is includes soft media and hard media. The hard media in MTs Wahid Hasyim such as, school building, teachers' room, laboratory, library, and so on. All media in MTs Wahid Hasyim are classified on this table: atteched⁴⁷

B. Research Time

Table 4.1

Experiment class schedule

Date	Activities
	Pretest for getting items' validity (Class B)
	Pretest (Class A)

⁴⁶

⁴⁷

	First Treatment
	Second Treatment
	Third Treatment
	Forth Treatment
	Posttest

C. Data Description

The population that was used in this research was the twelfth grade students of MTs Wahid Hasyim Badegan in academic year 2014/2015. The researcher took VIII A class that consists of 21 students. It took from one class that would be two groups. The first group is who taught without phonic dictation method and the second group who were taught using phonic dictation method.

1. Data of the students' writing achievement who were taught without using phonic dictation method

The table bellow showed the score of students' writing achievement who are taught without using phonic dictation as the method in teaching writing. The scores of the students writing achievement are:

Table 4.2
Students' writing score (Pretest/ Variable X)

No.	Name	Pretest
1	Adi Setiya Putra Mansuri	64
2	Ahmad Musyafa'	57
3	Al Ista Maudiani	82
4	Gilang Pamilu	35
5	Heni Indriani	90
6	Icha Pangestuti	82
7	Khrisna Nurhidayah	43
8	Lovyhan Hani Rufiqoh	60
9	M.Rizqul Mubarak	39

10	Mila Norma Wardani	94
11	Miswanto	3
12	Muh. Miftakhulhuda	46
13	Muhammad Ridwan	56
14	Niya Riyadhul H.	61
15	Novi Anti Guntari	67
16	Panji Sulistyoy	59
17	Reni Sulistyowati	72
18	Ricko Eka Pratama	66
19	Sidiq Pramana	38
20	Sundari	43
21	Fitri Alfiyah	41

2. Data of the students' writing achievement who were taught using phonic dictation method

The table bellow showed the score of students' writing achievement who are taught using phonic dictation as the method in teaching writing. The scores of the students writing achievement are:

Table 4.3
Students' writing score (Posttest/ Variable Y)

No.	Name	Pretest
1	Adi Setiya Putra Mansuri	82
2	Ahmad Musyafa'	76
3	Al Ista Maudiani	88
4	Gilang Pamilu	63
5	Heni Indriani	98
6	Icha Pangestuti	83
7	Khrisna Nurhidayah	65
8	Lovyan Hani Rufiqoh	78
9	M.Rizqul Mubarak	70
10	Mila Norma Wardani	96
11	Miswanto	58
12	Muh. Miftakhulhuda	68
13	Muhammad Ridwan	68
14	Niya Riyadhul H.	71
15	Novi Anti Guntari	78
16	Panji Sulistyoy	71

17	Reni Sulistyowati	72
18	Ricko Eka Pratama	78
19	Sidiq Pramana	71
20	Sundari	60
21	Fitri Alfiyah	80

D. Data Analysis

To know the effectiveness of phonic dictation in teaching writing, there are some steps of calculation to be done.

1. Normality Test

Normality test is used in order to measure whether the data is normal or not. The hypothesis of this normality test is:

H_0 = The data have normal distribution

H_a = The data have un-normal distribution

H_0 is accepted if $D_{\text{table}} < D_{\text{maximum}}$ and H_a is accepted if $D_{\text{table}} > D_{\text{maximum}}$. The table below is the result of calculating normality test using Kolmogorof- smirnov.

Table 4.4

The result of Normality Test

Sample Group	$D_{\text{table}} (5\%)$	Result	Conclusion
Pretest	0,294	0,082	Normal
Posttest	0,294	0,256	Normal

Based on the table the result of pretest and posttest group are smaller than D_{table} . So, H_0 is accepted. It can be concluded that for the level of significance 5% both of the data have normal distribution.

2. Homogeneity Test

Homogeneity test is used in the analysis of variance to verify that different groups have a similar variance. The test is used Harley's test homogeneity. The hypothesis of this homogeneity test is:

H_0 = The data have normal distribution

H_a = The data have un-normal distribution

H_0 is accepted if $F_{(max)}$ value $<$ $F_{(max)}$ table and H_a is accepted if $F_{(max)}$ value $>$ $F_{(max)}$ table. The table below is the result of calculating homogeneity test using Harley.

Table 4.5
The result of Homogeneity Test

Sample Group	$F_{(max)}$ table (5%)	Result	Conclusion
Pretest and posttest	3,47	2,99	Homogen

Based on the table, the results of homogeneity test is smaller that $f_{(max)}$ table. So, H_0 is accepted. It can be concluded that for the level of significance 5%, the data from sample is homogeneous.

3. Calculate T-test

This is analysis about students' writing achievement before using phonic dictation and students' writing achievement after using phonic dictation strategy.

The table below shows the data of students' writing achievement before using phonic dictation (Variable X) and the data of students' writing achievement after using phonic dictation (Variable Y).

Table 4.6

The data of students' writing achievement before using phonic dictation and students' writing achievement after using phonic dictation strategy

No.	Name	Pretest, before using phonic dictation (X)	Posttest, after using phonic dictation(Y)
1	Adi Setiya Putra Mansuri	64	82
2	Ahmad Musyafa'	57	76
3	Al Ista Maudiani	82	88
4	Gilang Pamilu	35	63
5	Heni Indriani	90	98
6	Icha Pangestuti	82	83
7	Khrisna Nurhidayah	43	65
8	Lovyan Hani Rufiqoh	60	78
9	M.Rizqul Mubarak	39	70
10	Mila Norma Wardani	94	96
11	Miswanto	3	58
12	Muh. Miftakhulhuda	46	68
13	Muhammad Ridwan	56	68
14	Niya Riyadhul H.	61	71
15	Novi Anti Guntari	67	78
16	Panji Sulistyyo	59	71
17	Reni Sulistyowati	72	72
18	Ricko Eka Pratama	66	78
19	Sidiq Pramana	38	71
20	Sundari	43	60
21	Fitri Alfiyah	41	80

Before the researcher count the data, he computing the data of the students of students' writing achievement before using phonic dictation and students' writing achievement after using phonic dictation strategy.

The table below shows the computing data of variable X and variable Y

Table 4.7

The computing data of students' writing achievement before using phonic dictation and students' writing achievement after using phonic dictation strategy

No	Name	X (Pre-Test)	Y (Post-Test)	D=X-Y	D ²
1	Adi Setiya Putra Mansuri	64	82	-18	324
2	Ahmad Musyafa'	57	76	-19	361
3	Al Ista Maudiani	82	88	-6	36
4	Gilang Pamilu	35	63	-28	784
5	Heni Indriani	90	98	-8	64
6	Icha Pangestuti	82	83	-1	1
7	Khrisna Nurhidayah	43	65	-22	484
8	Lovyan Hani Rufiqoh	60	78	-18	324
9	M.Rizqul Mubarak	39	70	-31	961
10	Mila Norma Wardani	94	96	-2	4
11	Miswanto	3	58	-55	3025
12	Muh. Miftakhulhuda	46	68	-22	484
13	Muhammad Ridwan	56	68	-12	144
14	Niya Riyadhul H.	61	71	-10	100
15	Novi Anti Guntari	67	78	-11	121
16	Panji Sulistyoyo	59	71	-12	144
17	Reni Sulistyowati	72	72	0	0
18	Ricko Eka Pratama	66	78	-12	144
19	Sidiq Pramana	38	71	-33	1089
20	Sundari	43	60	-17	289
21	Fitri Alfiyah	41	80	-39	1521
N	21	-	-	-376	10404

After computing the data the researcher counts all the sequences bellow to find the results score of t_o (t-observation) to interpret the conclusion of the research.

- a. Determining differences between variable X and Y ($D=X-Y$), totalizing it all and got $\Sigma D = -376$, so that

$$M_D = \frac{\Sigma D}{n} = \frac{-426}{21} = -20,2857143$$

- b. Determining Standard Deviation of variable

$$\begin{aligned} SD_D &= \sqrt{\frac{\Sigma D^2}{n} - \left[\frac{\Sigma D}{n}\right]^2} \\ &= \sqrt{\frac{13180}{21} - \left[\frac{-426}{21}\right]^2} \\ &= \sqrt{627,619048 - (20,2857143)^2} \\ &= \sqrt{627,619048 - 411,510205} \\ &= \sqrt{216,108843} \\ &= 14,7006409 \end{aligned}$$

- c. Determining Standard Error of variable

$$\begin{aligned} SE_{MD} &= \frac{SD_D}{\sqrt{n-1}} \\ &= \frac{14,7006409}{\sqrt{21-1}} \\ &= \frac{14,7006409}{\sqrt{20}} \end{aligned}$$

$$= \frac{14,7006409}{4,47213595}$$

$$= 3,28716324$$

d. Determining t_0

$$t_0 = \frac{M_D}{SE_{MD}}$$

$$= \frac{-20,2857143}{3,28716324}$$

$$= 6,17119164$$

$$= 6,17$$

E. Discussion

In this discussion the researcher tries to answer the hypothesis that declared phonic dictation technique is effective in teaching writing to the eighth grade students of MTs Wahid Hasyim Kapuran Badegan Ponorogo in Academic Year 2014/2015. The researcher tries to give interpretation of the hypothesis to the data (Variable X and Y), in this interpretation the researcher will compare the result of the data t_0 (t observation) with t_t (t-table). If t_0 is higher than t_t ($t_0 > t_t$), it means H_0 is rejected and H_a is accepted. If t_0 is smaller than t_t ($t_0 < t_t$), it means H_0 is accepted and H_a is rejected.

Ha: There are significance differences of students in writing skill who taught by using phonic dictation game and who are taught without

using phonic dictation game at the eighth grade students of MTs Wahid Hasyim Kapuran Badegan Ponorogo in Academic Year 2014/2015.

Ho: There are not significance differences of students in writing skill who taught by using phonic dictation game and who are taught without using phonic dictation game at the eighth grade students of MTs Wahid Hasyim Kapuran Badegan Ponorogo in Academic Year 2014/2015.

To determine the result, the researcher counts the db of the data to get the t_t score.

$$\begin{aligned} db &= n-1 \\ &= 21-1 \\ &= 20 \end{aligned}$$

From this db, the researcher using 5% significant level $t_t = 2,09$ and $t_0 = 6,17$. So, t_0 is higher than t_t ($t_0 > t_t$), it means H_0 is rejected and H_a is accepted. Based on the statement, the researcher interpret that there is a different between students who are taught using phonic dictation game and who are taught without using phonic dictation game at the eighth grade students of MTs Wahid Hasyim Kapuran Badegan Ponorogo in Academic Year 2014/2015.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the discussion and the hypothesis testing in the chapter IV, the researcher found that the value of t_0 between the students who are taught using phonic dictation game and the students who are taught without using phonic dictation game is 6,17. The t_0 is higher than t_t value, which is 2,09 at 5% significant level with $db = 20$, so H_a is accepted.

The researcher could take the conclusion that the eighth grade students of MTs Wahid Hasyim Badegan in academic year 2014/2015 who are taught using phonic dictation achieve better than the students who are taught without using phonic dictation game.

B. Sugestion

Based on the conclusion and the discussion the researcher gave some recommendation that teaching writing using phonic dictation game. This recommendation goes to the school to give complete facilities for students in their process learning and improve the quality of teacher in order to get the best achievement of learning. It also recommended for English teacher in Junior High School to use phonic dictation game in teaching writing. Phonic dictation game made teaching writing more effective and interesting.

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