

THE USE OF DICTATION TECHNIQUE IN TEACHING WRITING

AT MA MUHAMMADIYAH 03 KETRO PACITAN

THESIS



By

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THE USE OF DICTATION TECHNIQUE IN TEACHING WRITING

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THESIS

Presented to

**State Institute of Islamic Studies Ponorogo
in Partial Fulfillment of the Requirement
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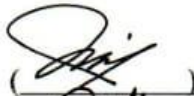


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DEDICATION

First of all I would say Alhamdulillah rabil 'alamin, my highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this thesis.

In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher

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PONOROGO

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

5-6. So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.

(QS. Al-insyirah: 5-6)¹



¹ Al-Qur'an, 94: 596.

ABSTRACT

ARYUNI, MILENIA TRI RISTA. 2022. *The Use of Dictation Technique in Teaching Writing at MA Muhammadiyah 03 Ketro Pacitan*. Thesis, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor: Dra. Aries Fitriani, M.Pd.

Keywords: *English Teaching Learning, Dictation, Technique, Writing, Narrative Text*

Writing is one of the essential skills which has to be mastered by the student at senior high school. Through writing, they can express their ideas, information, thoughts, experiences, and feelings in written language regularly and thoroughly. In this research, the researcher focused on narrative text and used the “Dictation” technique. In the book *The English Language Curriculum Guide*, Wu Chung states that dictation is an activity that helps students develop phonological awareness and phonetic skills, listening skills, and writing skills. It can be concluded that dictation technique can help to build some of the abilities that a student has in learning a language.

This study aims to find out: (1) how the teacher use of dictation technique in teaching writing narrative text at ten graders of MA Muhammadiyah 03 Ketro Pacitan. (2) the advantages and disadvantages of the use of dictation technique in teaching writing narrative text at ten graders of MA Muhammadiyah 03 Ketro Pacitan.

This research applied a qualitative approach with a descriptive qualitative design. It was conducted for the X B IPS grade students of MA Muhammadiyah 03 Ketro Pacitan academic year 2021/2022. The data were collected by observation, interview, and documentation. The researcher used interviews and observation to discover information about the use of dictation technique in teaching writing narrative text and the advantages and disadvantages of this technique. The data analysis used the theory of Matthew B. Miles, A. Michael Huberman, and Jhony Saldana; there were three steps of data analysis technique: data reduction, data display, and Conclusion Drawing/verification.

This study showed that the the use of dictation technique applied by teachers in learning to write narrative texts at MA Muhammadiyah 03 Ketro Pacitan is as follows, In the first step, the teacher starts reading the whole text without stopping. Students are instructed to listen carefully and are not allowed to write. In the second step, the teacher reads the narrative text of each sentence. Students are required to write down what they have just heard. In this step, the teacher can repeat the sentence that has been read once. In the third step, the teacher reads the narrative text without pause at an average speed and without repetition. In the fourth step, the teacher asks students to exchange answers with friends and discuss them. Then the last step is the teacher evaluates the students by asking questions related to the text, such as the generic structure and moral values contained in the text. Then, there were some advantages and disadvantages of applying the dictation technique in teaching writing narrative text. The following are some of the advantages of applying dictation technique in teaching writing narrative texts; Writing narrative text material is easier to understand and fun. Then the dictation technique also trained students' memory. In practice, writing narrative texts still has several disadvantages, including; requiring a long time in the dictation process, and a lack of student vocabulary. In addition, students have difficulty in recognizing the words spoken by the teacher.

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4. My supervisors Dra. Aries Fitriani, M.Pd, thank you for helped, adjusted, supported and suggested me in writing this thesis.
5. All lecturers in English Education Department, thank you for all the experience and knowledge.

This thesis is still far away from perfection. Finally, the researcher hopes this thesis will give positive contributions for readers, especially for the students of English Education Department of Tarbiyah and Teacher Training Faculty.

Ponorogo, May 2022

The Researcher



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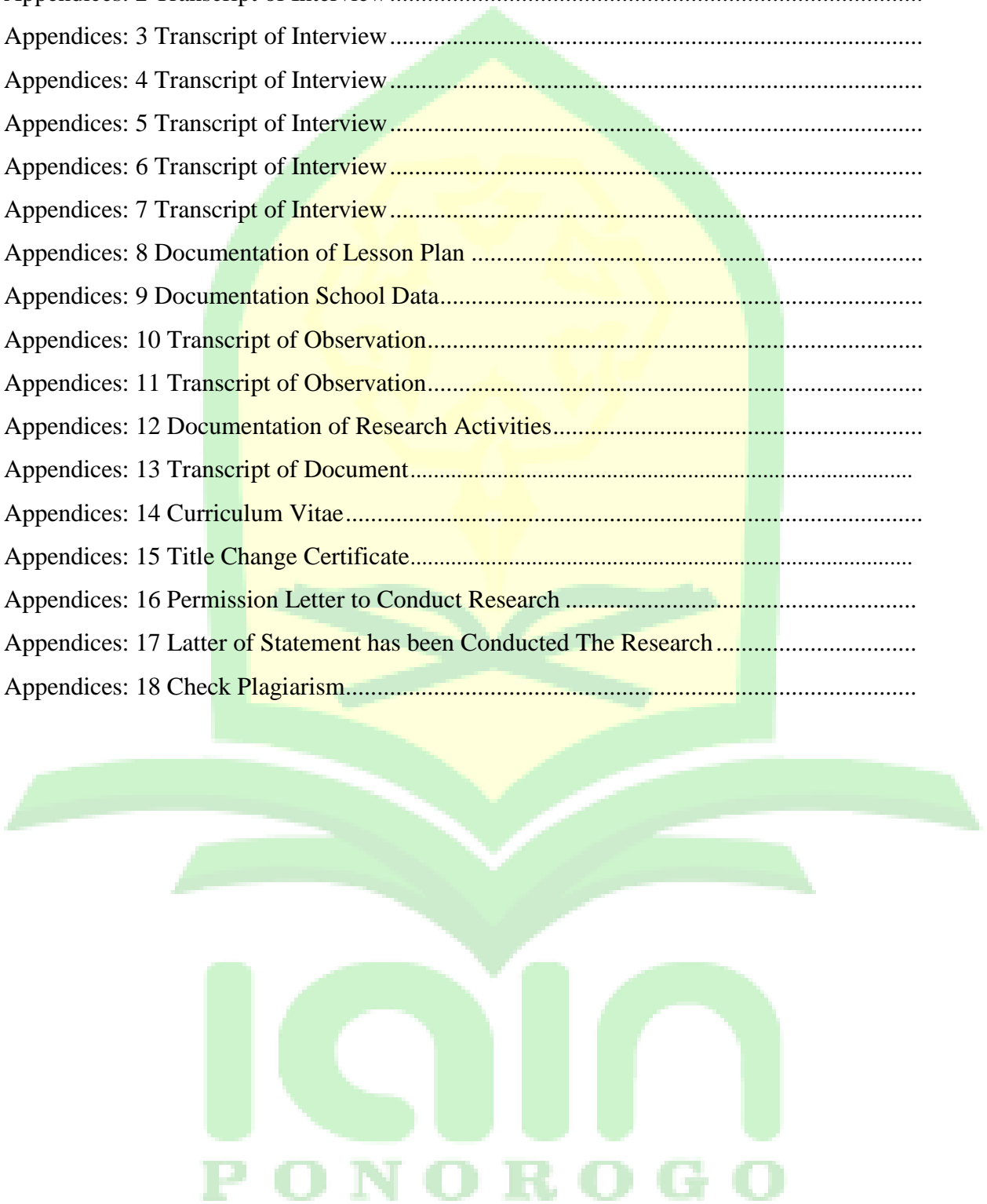
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CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is one of the essential things in communication. Language is a means of communication to communicate with one another. Everyone needs language to communicate. A human being can say or express his meaning to another human through language. One of the international languages is English. English is a foreign language and an international language widely used in communication by people in most countries in the world, including Indonesia.

Besides being used to communicate in various countries, English is also used in writing science books, journals, or articles on science and technology. Therefore, education in Indonesia includes English as a compulsory subject that students must take. In Indonesia, English has been taught from junior high to high school; even English is one of the subjects included in the national exam. The goal is that students know English as early as possible.

In general, educating English in schools allows students to communicate using English both orally and in writing. In line with this goal, teaching English in secondary schools supports the mastery and development of four skills: listening, speaking, reading, and writing. One of the vital language skills in writing; can be seen in that writing helps students produce correct grammar and organize students' ideas.²

Writing is one of the essential skills which has to be mastered by the students at senior high school. Through writing, they can express their ideas, information, thoughts, experiences and feelings with written language regularly and thoroughly. Besides that, writing can encourage students to focus on proper language use end because they think as

² Mohammed Iqram Hossain, *Teaching Productive Skills to the Students: A Secondary Level Scenari*, BRAC University Dhaka Bangladesh. 2015, p. 2.

they write it may well provoke language development as they resolve the problem which the writer puts into their mind. Based on the explanation above, the researcher assumes that writing is one of the essential skills to be mastered because we can express our ideas.

Writing is included in productive skills. Productive skill is developing ideas through the writer's knowledge and vocabulary. Writing is also important in education, by writing students can tie the given knowledge into notes. They can also realize the ideas that are in their minds into a written product. Writing is the process of creating, organizing, writing, and polishing. That is, in the first step, students create ideas. In the second step, they organize ideas. In the third step, they write a rough draft and finally polish their rough draft by editing and making revisions.

There are several types of texts taught by the teacher in learning to write texts: narrative, descriptive, spoof, recount text, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review text. The researcher focuses on narrative text based on the type of written text. This is because students find it difficult to express their ideas in writing. In addition to these considerations, the narrative text was chosen because it is an imaginary text or essay so that students will easily write down the fantasy or essay in their mind.³

Narrative is a type of text that aims to entertain and to deal with actual/imaginative experiences in a different way⁴. The main purpose of narrative text is to describe a fantasy, experience, event, or sequence of events in the form of a story and organize the story for the listener, describing the time, place, and own involvement. A narrative text is perfect for students in writing classes because they can easily express their ideas drawn from their experiences at school, home or else where, in writing narratives. Here are

³ look at transcript of interview 01/1/7-02/2022

⁴ Kiki Merindriasari, Iwan Supardi, Wardah, *The use of short film as media for teaching english: narrative text*. Vol. 4 No. 2 (February 2015), p. 2.

some examples of narrative texts, including fables, folklore, personal experiences, myths, legends and so on.

Based on the explanation above, it can be said that an English teacher must choose a good technique to make students interested in writing. In addition, teachers are expected to be able to create a more enjoyable teaching and learning process. In the process of teaching writing, the use of appropriate techniques is very important to make writing classes more effective, interesting, and fun for students. Teachers must make the process of teaching writing more enjoyable and easier for students to understand, and one of the techniques is teaching writing through dictation techniques.

There are a lot of techniques that can motivate and actively involve students in the English teaching-learning process especially writing. One of those techniques is the “Dictation”. Dictation is also a useful activity for young learners. Dictation can give students a lot of experience dealing with writing. Dictation is the activity of writing down something someone says or reads as it is said. Dictation techniques are focused on teaching writing skills. Dictation technique can be a good technique to improve students' writing skills using correct spelling, punctuation and grammar.

In The English Language Curriculum Guide book, Wu Chung stated that dictation is an activity that helps learners develop phonological awareness and phonics skills, listening skills, and writing skills⁵. It can be concluded from the statement above that the dictation technique can help build some of the abilities a student has in learning languages, especially foreign languages. This can encourage students to solve problems faced when learning writing.

According to Ghaltakhchyan, dictation is one of the oldest techniques used to test progress in foreign language learning. It can be an effective language-teaching technique

⁵ Wu Chung, *Using Dictation to Develop Pupils' Listening and Writing Skills* (Hong Kong: The English Language Education Section of Curriculum Development Institute, Education Bureau, 2011), p. 6.

and an efficient language-learning activity. Dictation writing is one of the few activities in the EFL classroom that can be applied with both small and large groups of language learners. It provides a reasonable chance for the teacher to engage the whole group in language acquisition and enables the learners to become focused on the task throughout the activity⁶.

According to Yuniarti, dictation means “being dictated to; passage that is dictated”. In short, it can be said that dictation is an activity where a student transcribes a word, phrase, sentence or passage he hears. It means dictation is one of the processes by which students write and transcribe what they have heard into a writing with regard to the word, phrase or part he or she hears.⁷

In addition, Dictation can be interpreted as the process of listening to something (can be a sentence, word, or part) from the teacher and students taking notes in their minds and then writing it down in their notes. And students try to understand the contents of the reading and recognize all the words and sentences that are read so that they are able to put the auditory codes into written symbols. From the definition above we can conclude dictation is the technique used to teach writing directly with students on oral delivery.

The researcher argues that the dictation technique is a good technique in doing writing activities. By conducting qualitative descriptive research that applies the dictation technique to narrative texts, it is hoped that teachers will be able to improve students' writing skills. Because the dictation technique is a process where a student saves from what he has heard and then tries to write it down.

Based on this thought, it is clear that in order to achieve the educational goals of a teacher as a transfer of knowledge, a teacher must have a strategy or technique in the

⁶ S. Ghaltakhchyan, *Dictogloss approach to dictation writing activities*. Yerevan State University, Armenia. 2014, p. 99–108.

⁷ Fatma Yuniarti, *Using Dictation As A Testing Device In Teaching Listening*, INOVISH Journal, Vol. 2 No. 2 (December 2017), p. 17.

learning process. By using the strategy the teaching and learning process will be effective and efficient. In this case the technique is a method designed to make or do something to fit the desired goal. Based on that we know that a technique or strategy is a way to get effective results in the learning process.

The researcher took MA Muhammadiyah 03 Ketro Pacitan because of the various competitions that students participated in, including the ME (Muhammadiyah Education) awards competition in English studies and the KSM (Kompetisi Sains Madrasah) competition in the English study category. These competitions are held every year. Through various experiences in participating in English competitions, especially in writing skills, the students remain enthusiastic and continue to learn to take part in other competitions. Furthermore, based on an interview with an English teacher at MA Muhammadiyah 03 Ketro Pacitan, the researcher found uniqueness in writing compared to other skills. Its uniqueness lies in the learning techniques used by the teacher in learning to write. In learning to write, especially narrative texts, the English teacher at MA Muhammadiyah 03 Ketro Pacitan chose the dictation technique. The dictation technique is usually used for listening skills but is used to improve writing skills in this school. Although unique, this dictation technique has a positive impact and good student responses. This is evidenced by the increased grades and a calm and focused classroom atmosphere. That is, students pay attention to the teacher when the dictation technique is applied.⁸

From the explanation above, the researcher therefore wants to conduct a research related to The Use of Dictation in Teaching Writing at MA Muhammadiyah 03 Ketro Pacitan.

⁸ Ike widyaningsih, English teacher, Interview, Pacitan, 5th November 2021.

B. Research Focus

From the background above, the researcher focus the research on the use of dictation in teaching writing in narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan in academic year 2021/2022.

C. Statement of the Problems

1. How does the teacher use the dictation technique in teaching writing narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan?
2. What are the advantages and disadvantages of the use of dictation technique in teaching writing narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan?

D. Objectives of the Studies

1. To know how the teacher use of dictation technique in teaching writing narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan.
2. To find out the advantages and disadvantages of the use of dictation technique in teaching writing narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan.

E. Significances of the Study

The writer hopes this research can give contribution to the English teaching and learning.

It has two major significances i.e.:

1. Theoretical Significance

The result of the research was expected to be used to support the theory, which was explained in the next chapter about the use of dictation in teaching writing narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan.

2. Practical Significance

a. For the students

The result of this reserach can be used as a reference to improve the writing ability, especially in the narrative text.

b. For the teachers

The result of the research may become new information for English teachers about how to use of dictation in teaching writing ability, especially in the narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan.

c. Other researchers

To give additional information for other researchers who wants to conduct further research on the related field.

F. Organization of the Study

To make easier in writing the thesis, the researcher will divide this thesis into five chapters as follow;

CHAPTER I Introduction

This chapter is a global description about the whole content of the thesis. It have purpose to make easy the reader understanding the background of study, research focus, research questions, research objectives, significances of the study and organization of the study.

CHAPTER II Theoretical Background And Previous Research Findings

This chapter will discuss theoretical background and previous related study discuss related to the subject matter.

CHAPTER III Research Methods

This chapter will explain about research approach and design,

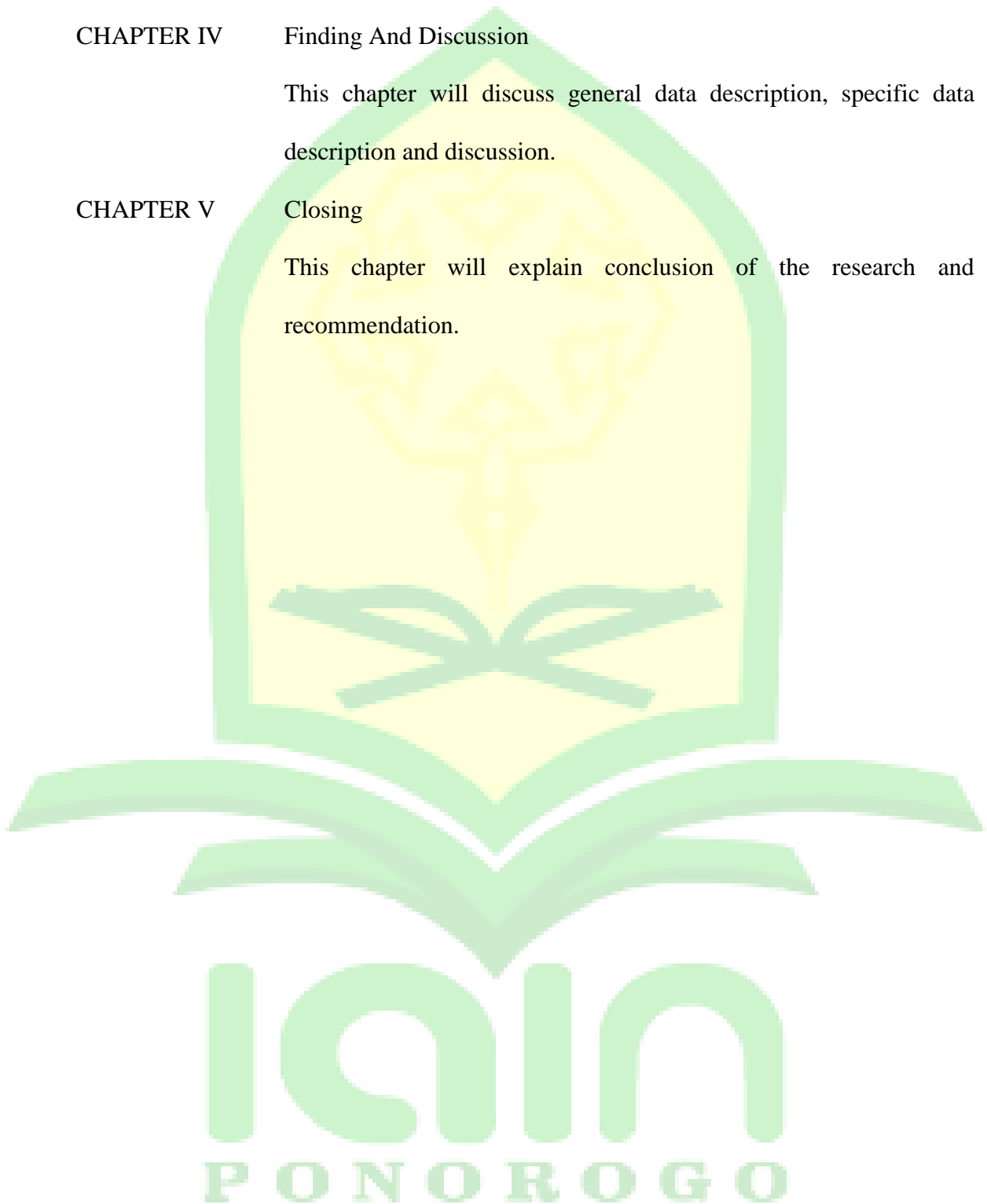
researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings and research procedures.

CHAPTER IV Finding And Discussion

This chapter will discuss general data description, specific data description and discussion.

CHAPTER V Closing

This chapter will explain conclusion of the research and recommendation.



CHAPTER II

LITERATURE RIVIEW

A. Theoretical Background

1. Teaching English as a Foreign Language

English is one of the international foreign languages used by many people worldwide. People use it to communicate or interact with other people in carrying out daily life activities. English as a foreign language is taught from junior high school to university level in Indonesia. Teaching English as a foreign language is commonly called "TEFL". In teaching English as a foreign language, the teacher must manage the class well. The teacher must manage the class with exciting and creative techniques. Cindy Septiani argues that teaching is an activity that shows or helps students learn how to do something, gives instructions, provides language, and causes them to know or understand. It means that teachers must make students feel comfortable and interested in learning subjects by using creative techniques to focus on the learning process.⁹

Teaching English is complex, so not every teacher applies the same actions by implementing communicative and creative activities. English teachers can make language learning effective by implementing communicative and creative activities. To form these conditions, the teacher can carry out several activities that invite students to communicate with other people in the classroom. The teacher can also create an atmosphere that is not boring. Therefore, teachers must be creative in creating learning through appropriate assignments, and students can be active and successful both individually and in groups. Based on this explanation, English is one

⁹ Cindy Septiani, *The Influence Of Using Rapid Writing Strategy Toward Students' Descriptive Text Writing Ability At Second Semester Of The Eighth Grade Learner Of Mts Hasanuddin Kupang Teba Teluk Betung In The Academic Year Of 2020/2021*. University Lampung, 2020. p. 28.

of the important languages taught in Indonesia. In teaching English, teachers must create comfortable classes and use creative techniques so that students will be interested in learning English.

2. Concept of Writing

a. The Definition of Writing

Writing is one of the skills in English. In addition to listening, speaking, and reading, writing is an ability that English learners must master. Students must be able to express their thoughts in the written form to develop students' ideas and make readers interested. Through writing, they can also transfer information and knowledge to others. In other words, writing can be said to communicate between writers and readers¹⁰.

Writing is an activity to express thoughts and ideas through writing with a specific purpose. According to Tarigan, "writing is a language skill used to communicate indirectly, not face to face with other people"¹¹. It means that writing is a way of communicating with other people. Communication that occurs is indirect because it is through written language. By writing, writers can share their ideas or thoughts with others. Through writing, writers can disseminate information and knowledge.

According to Lilies Setianingsih Dadi in her book entitled "How To Write A Short Essay In English Academic Writing", Writing is a process through meaning created. The act of Writing generates ideas and is a way to explore

¹⁰ Reszy, Y. H. *Teaching Witing Descriptive Text by Using Environmental Observation Strategy*. English Languge Teaching, . 2013. p. 30-38.

¹¹ Dewi Pertiwi, *Pengaruh Tayangan Vlog Youtube Terhadap Kemampuan Menulis Teks Narasi Oleh Siswa Kelas Vii Smp Negeri 25 Medan Tahun Pembelajaran 2019-2020*. Universitas Muhammadiyah Sumatera Utara Medan, 2020. p. 9.

one's feelings and thoughts¹². It means that Writing is the way to express feelings and thought to other people that have a meaning. Writing can help people to communicate. Therefore, when constructing their views (ideas), the people have to make them understandable and acceptable.

According to Syatriana, Writing is a language skill. It is used to communicate indirectly, not face to face with another person, but through the writing media. Writing does not require appropriate selecting topic, but mostly to determine who is supposed to read it, particularly for the article and its objectives¹³. Through Writing, we can convey the contents of thoughts and feelings, both imaginary or real conditions. In this case, we can write something based on our experience; funny, weird, thrilling, embarrassing, or the experience of pain, etc.

According to Brown in Saifuddin (2016), writing is a way of life¹⁴. It is also a developmental process involving ideas, arguments, and logic of cause and effect. Without some self-supporting ability to be able to write, students cannot pass the course. So writing is an important part of English that must be learned and mastered by students.

According to, students can also arrange a text into good mechanics such as spelling words, punctuation, and capital letters¹⁵. In writing, students will know how to write good content into ideas supported by relevant supporting sentences.

¹² Lilies Setianingsih Dadi, *How To Write A Short Essay In English Academic Writing*, (Bandung: Alfabeta, 2015), p.4

¹³ Syatriana, E., *Implementing a design Model in Teaching Writing through Reflection Strategy for Indonesian EFL Students*, The Asian EFL Journal Vol. 20, April, 2018. p. 2

¹⁴ Saifuddin, S. *The Effectiveness of Theaching Writing Descriptive Text Using English Tourism Brochure at The Eight Grade Students of SMPN 1 Kepil Wonosobo in the Academic 2012/2013*. Jurnal portal garuda, 2016. p. 17.

¹⁵ Rini, E. *An Analysis of Students' Ability in Writing Generic Structure of Descriptive Text*. 2015. p. 22.

So In this skill, students can improve their grammar by using correct tenses, adjectives, articles, and noun phrases.

Based on the explanation above, the researcher concludes that Writing is an activity that is a production activity in the learning process to express ideas, opinions and experience. In addition, writing as a means of indirect communication.

b. Process of Writing

Writing is not easy, and it takes studying and practicing to develop this skill. It is important to note that writing is a process, not a product. Therefore, writing as one of the language skills is very important to be master by students. Here are the basic steps of the writing process. Knowing these steps and following them will help you become a better writer¹⁶.

1. Planning/ pre-writing

Planning/prewriting is everything that is done before writing. This includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching the library, assessing data). Although planning/prewriting is the first activity to do, generating ideas is an activity that occurs during the writing process.

2. Drafting

Drafting occurs when a writer writes ideas into sentences and paragraphs. Here, drafting concentrates on the writer who must express what he knows and what topics he thinks about without considering the writing is perfect or not. It means that write if any mistakes, we can correct them later.

3. Revising

¹⁶ Pearson, *First Steps in Literacy: Writing Course Book*, (Western Australian Minister for Education: Canada, 2013). p. 11.

Revising is the written process of rearranging, adding, or deleting paragraphs, sentences, or words. Authors can alter their writing after the draft is complete. At this stage, the writer can also refine the prose, making each sentence as short, as accurate as possible and connecting ideas explicitly and clearly.

4. Editing

Editing is the process of checking such as grammar, spelling, capitalization, and punctuation. The purpose of editing is to make sure that your ideas are presented to your readers as clearly as possible.

5. Publishing

Finally, After all the writing steps are completed, the author can prepare his work for publication.

c. **The Elements of Writing**

In making a paragraph, students need complex thinking because the sentences must be related to each other. In this case, students must learn to consider how all sentences can relate to each other and create good writing, and the purpose of writing is conveyed to the reader. According to Walker, the five elements of writing are purpose, Audience, clarity, unity, and coherence¹⁷.

1. Objective

In writing a paragraph, we have a specific purpose for what the paragraph is made of. The function of this goal is to control a paragraph, so as not to deviate from the topic being discussed. Some texts sometimes ask the writer to write down the purpose clearly at the beginning of writing. This is intended to make the script not convoluted and confuse the reader.

¹⁷ Richard Walker, *Five Element of Goods Writing*, (2010), p.4-14.

2. Audience

The intended audience is the reader who reads the writing intended by the author. A writer must know the target audience of his writing. The author must pay attention to every choice of language or words to be used, to suit the reader. In writing there are formal and non-formal sentences, the writer must be able to adjust the marketing needed. Formal sentences are usually found in academic writing, while non-formal sentences are often encountered in everyday life, such as in letters, advert et. Al.

3. Clarity

Clarity is an element which means it is easy for readers to understand the author's writing. When students write texts, they must clearly explain the points they want to convey. Sentences that are clear, specific, and uncomplicated will make it easier for readers to understand text content. Students must also be good at choosing pronouns to clear the references. A good writer can convey the meaning of the text without confusing the reader

4. Unity

A paragraph should only have one main idea. The next sentence will explain the main idea to form a paragraph. All sentences in the paragraph must relate to the main idea to become a unified relationship in the paragraph.

5. Coherence

The next element of writing is coherence. The words that will be arranged into sentences must be logical. Coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order, and the ideas are linked using appropriate transition signals. A good paragraph is one sentence and another sentence related to one topic sentence.

The researcher concludes that writing elements are important for a writer from the description above. If he finds the five elements in his writings, namely purpose, Audience, clarity, unity, coherence, then the reader will no doubt be interested in reading the entirety of his writings. In addition, it will also provide new knowledge and information that will impact the reader. That way, the quality of the writing does not need to be doubted and brings benefits to the readers.

d. Types of Writing Text

There are several types of writing used in class, including¹⁸:

1. Narrative Text

The narrative text is a type of writing that tells about events that happened or tell a story. Its purpose is to present a worldview that entertains or informs the reader or listener.

2. Recount Text

A recount text is a part of a text that retells past events, usually in what occurred. The goal is to give the audience an idea of what happened and when.

3. Descriptive Text

Descriptive text is a type of text used to create the impression of a person, place, or thing. It aims to describe the characteristics of people, objects, animals, or places to the audience.

4. Report Text

An informational report text is a piece of text that presents information about a subject. The text usually contains facts about the issue, a

¹⁸ Ratih Suryani. *An Analysis Of Students' Ability In Writing Recount Text*. University Tegal, 2020. p. 22.

description, and its parts, behavior, and qualities. Its purpose is to classify, describe or present information about a topic.

5. Spoof

Spoof text is a type of text that tells a comedy story that has an unpredictable ending for the reader. This type of text is considered the most fun to learn.

6. Analytical Exposition

Analytical exposition text is a text that contains logical arguments from the author regarding a problem that needs attention. Usually the things discussed are phenomena or problems that are closely related to everyday life. The purpose of this type of text is to persuade the reader that there is something that needs attention.

7. News Item

News item is a type of writing that provides up-to-date information about events that are important to report. News items aim to provide information to readers or listeners. Usually, news items provide information that is the latest event.

8. Anecdote text

An anecdote is a type of text to tell an unusual event. A strange or unusual event can be in the form of fiction or real. The anecdote itself aims to entertain the reader with a story about a strange event, be it fictional or true. A strange incident usually tells about events in the past.

9. Procedure text

Procedure text is a type of text that serves to inform the reader about the steps to do something. The purpose of procedure text is to make its readers understand and know how to make or operate something through successive steps.

10. Hortatory Exposition

Hortatory exposition is a type of persuasive text. Usually, this type of text is used to explain what is allowed or not done to the reader. This type of text is formal and must also be written based on facts.

11. Explanation text

Explanation text is a text to provide a clear explanation. Usually, explanation texts contain explanations about social, natural, or cultural phenomena. This text aims to tell the reader about how something works or why something happens.

12. Discussion text

A discussion text is a text that presents a problem topic that is discussed from various points of view. In other words, the discussion text discusses a matter containing the opinions of the pros and cons that matter. The topics discussed in discussion texts are usually controversial issues in society. The discussion text aims to provide new information to readers regarding an issue. This information is in the form of a new perspective so that the reader can see a problem from a different perspective.

13. Reviews

Review Text is a type of text that aims to review or evaluate a work, be it films, books, etc. This assessment aims to know and inform the quality, advantages, and disadvantages of the work.

Based on the explanation above, there are thirteen types of writing: narrative, recount, report, descriptive, spoof, analytical exposition, news item, anecdote text, procedure text, hortatory exposition, explanation text, discussion text and reviews. In this study, the researcher focuses on Narrative Text because it is done in high school; based on the first-grade syllabus, students learn about Narrative Text.

e. Assessing Writing

Assess writing is one of the best-known and most widely used analytical scales in ESL created by Jacobs. On the Jacobs scale, scripts relate to five aspects of writing: content, organization, vocabulary, language use, and mechanics. The following are the specific criteria for evaluating this paper according to Jacobs cited Dian Yuliana¹⁹:

Table 1.1
The Criteria of Assessing Writing

No	Level	Score	Criteria
1.	Content	30-27	Excellent to very good: knowledge, substantive, through development of thesis, relevant to assigned topic.
		26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
		21-17	Fair to poor: limited knowledge of subject, little subject, inadequate development topic.
		16-13	Very poor: does not show knowledge of subject, non substantive, or not enough to evaluate.

¹⁹ Dian Yuliana et. al, “English Writing Skill Analysis Of First Year Indonesian Tertiary Students In A University In Bandung,” *Jurnal Pendidikan Bahasa dan Sastra*, (August, 2016), p. 44.

No	Level	Score	Criteria
2.	Organization	20-18	Excellent to very good: Fluency expression, ideas clearly started/supported, succinct, well organize, logical sequencing, cohesive
		17-14	Good to average: some what choppy, lososely, organize but main ideas stand out, limited support, logical but complete sequencing.
		13-10	Fair to fair: non-fluent, ideas confused or disconnected, lack logical, sequencing and development.
		9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.

No	Level	Score	Criteria
3.	Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
		17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning most obscured.
		13-10	Fair to fair: limited range, frequent errors of word/idioms for choice, usage, meaning confused or obscured
		9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

No	Level	Score	Criteria
4.	Language Use	25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronoun, preceptions.
		21-18	Good to average: effective but simple construction, minor problems in complex constructions, several error of agreement, tense, number, word/order fuction, articles, pronouns, preceptions but meaning seldom obscured.
		17-11	Fair to fair: major problems in simple/complex construction, frequent errors negation, agreement, tense, number, word./order fuction, articles, pronouns, preceptions or fragments, ruons, deletions, meaning confused or obscured.
		10-5	Very poor: virtually no mastery of sentence contruction rules, dominated by errors, does not communication, or not enough to evaluate.

No	Level	Score	Criteria
5.	Mechanic	5	Excellent to very good: demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	Fair to fair: frequent errors of spealling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		4	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,paragraphing, handwriting illegible or not enough to evaluate

3. Concept of Narrative text

a. The Definition of Narrative text

A narrative text is a form of text that tries to narrate an event or event to appear as if the reader saw or experienced the event himself. The main target is the actions woven and assembled into an event that occurs in a unit of time²⁰. In other words, a narrative text is a form of text that seeks to describe to the reader an event that has happened clearly.

A narrative text is kind of text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader²¹. From these statement it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. It means that written narrative texts are aimed to entertain the readers.

The narrative text is also known as a story in written media²². The narrative text is usually exciting and fun. In learning, students will be more interested in the material presented by the teacher through factual stories or imagination. The narrative text has goals and objectives in its delivery, such as providing information to the reader so that the reader's knowledge increases and raises their imagination.

Based on the explanation above, the researcher concludes that narrative text is a discourse in written media that describes a series of events in detail. The narrative text has the purpose of providing entertainment or information.

²⁰ Gorys Keraf, *Argumentasi dan narasi: Komposisi Lanjutan III* (Jakarta: Gramedia Pustaka Utama, 2010). p. 3.

²¹ Ayu Zawiya Mufida, *An Analysis Of Students' Ability In Writing Narrative Text By Using Collaborative Writing In The First Semester Of The Tenth Grade At Sma Perintis 1 Bandar Lampung In The Academic Year 2019/2020*. Raden Intan State Islamic University Lampung. 2020. p. 5.

²² Djatmika, *Mengenal teks & Cara Pembelajarannya* (Yogyakarta: Pustaka Pelajar, 2018). p. 137.

b. Kinds of Narrative

Narrative writings are divided into two kinds²³:

1. Non-fiction

Non-fiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. This is really a combination of narrative and informational writing.

2. Fiction

Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc.

c. Generic Structures of Narrative text

There are some steps to construct a narrative text into a good narrative text. There are orientation, complication and resolution. The steps for constructing a narrative text are as follow:

1. Orientation

In the first structure, the writer introduces the participants and informs the time and place.

2. Complications

The author describes the increasing crisis between participants and or between participants in the process of social interaction.

3. Resolution

At this stage, the author shows the participants how to solve the crisis, for better or for worse; the end can be open or closed.

²³ Gorys Keraf, p.138-139.

Meanwhile, Anderson and Anderson quoted from Feni Aulia show the steps to build a narrative text.²⁴ Namely:

1. Orientation, which is an opening story that tells about the characters, the setting of time, and the setting of the place.
2. Complications, namely where problems begin to develop or arise.
3. The sequence of events, in which the characters react to complications.
4. Resolution, where the character finally solves the problem in the complication / problem is completed.
5. Coda, which contains comments or moral values that can be learned from the story, but this is an optional step.

Based on the statement above, it can be concluded that the generic structure of narrative text is:

1. Orientation is about the opening paragraph where the story characters are introduced. In addition, the orientation contains the place, time of the story, who, where and when the story takes place.
2. Complications where the writer tells how the problem arose and sometimes something unexpected will happen.
3. Resolution which is the ending of the story. other than that, resolution is where the problem is solved.

d. Language Features in Narrative Text

²⁴ Feni Aulia, *An Analysis of Students' Ability and Difficulty in Writing Narrative Text (A Descriptive Research at Second Grade Students' of MA Muallimin Muhammadiyah Makassar)*. Muhammadiyah University Of Makassar, 2019. p. 16.

The language features that is found in narrative text are²⁵:

1. A narrative text is focusses on specific character. Specific character which may be human or animal, realistics or imaginary, generally, animal characters portray some human traits and characteristics and they tend to have defined identities within the story, example: an ugly chick, cinderella, Rapunzel, etc
2. There are many action verb. A variety of verbs (thinking, feeling, doing) are used to refer to the characters" action and thoughts.
3. Direct and indirect speeches are often used. direct speech is to make the story lively, example : Snow White said, "My name is Snow White. meanwhile indirect speech adalah kalimat yang digunakan untuk menyampaikan perkataan orang lain, example: she says that she is ill.
4. It is usually Past Tense, example: a long time ago.....
5. Linking word are used related with time. There is a sequence of events which is portrayed through the use of conjunction which build up the relationship of time and Cause. They are some times called "joining words", example: because, and, so.
6. Sometimes the tense in some dialogs can change. When dialogue is included in a narrative, it involves a change in tense, example: When he got home, he walked in at the front door and went through to the kitchen, "Trish, what are you doing here?" he said.
7. Descriptive language is used to create listener's or reader's imagination.
8. Temporal conjunction are also used, example : when, then, suddenly, etc

²⁵ Djatmika, *Mengenal teks & Cara Pembelajarannya* (Yogyakarta: Pustaka Pelajar, 2018). p. 139-140.

4. Concept Of Dictation Technique

a. The Definition of Dictation Technique

According to Hesthi Herusatoto, “Dictation is where learners receive some verbal input, store it in their memory for a short time, then write down what they hear and what is heard requires understanding the meaning of the material”²⁶. It means that dictation is a test that challenges students' short-term memory and comprehension of spelling vocabulary and understanding the meaning of what is said. Students are expected to understand the contents of the reading and recognize all the words and sentences that are read to be able to place the auditory codes into written symbols.

Dictation is an activity that helps learners develop phonological awareness and phonics skills, listening skills, and writing skills²⁷. It means that dictation is a good technique for the teaching-learning process, especially in writing. For the students, dictation can improve their skills such as listening and writing because dictation is an activity to write down after someone says or read something.

According to Ghaltakhchyan, Dictation is one of the oldest techniques used to test progress in foreign language processes²⁸. It can be an effective teaching technique and an efficient language learning activity. Dictation writing is one of the few activities in an EFL classroom that can be applied to both small and large groups of language learners. It provides a reasonable opportunity for the teacher to involve the whole group in the language acquisition process and allows learners to be focused on the task throughout the activity.

²⁶ Hesthi Herusatoto, *Using Dictation To Promote The Use Of Grammar Knowledge In Reconstructing Listening Text*, (December 2016), Vol.16, No.2. ISSN 1412-3320. p. 222.

²⁷ Wu Chung, *Using Dictation to Develop Pupils' Listening and Writing Skills* (Hong Kong: The English Language Education Section of Curriculum Development Institute, Education Bureau, 2011), p. 6.

²⁸ S. Ghaltakhchyan, *Dictogloss approach to dictation writing activities*. Yerevan State University, Armenia. 2014, p. 99-108.

According to Davis and Rinvoluceri in Kazazoglu, dictation is decorating English sounds and re-encoding them in writing. While In the Longman Dictionary of Applied Linguistics in Kazazoglu, 'dictation' is defined as a technique used in language teaching and language testing in which a passage is read aloud to students or test-takers, with pauses in which they must try. to write down what they heard as accurately as possible²⁹.

From the above definition, we can conclude that Dictation is the process of listening to something (it can be a sentence, word, or part) from the teacher, and students record it in their minds then write it down in their notes. And students hope to understand the content of the reading and recognize all the words and sentences that are read to write down what they hear.

Dictation is used to evaluate most aspects of the language simultaneously. When students do dictation, they not only pay attention to the sound of the words read by the teacher but also understand their meaning and can transfer the dictated passages into their notebooks. If they fail to concentrate on their hearing, they will not be able to guess what they should write. It is implied that dictation is used to assess students' abilities, such as listening skills. This technique is expected to motivate students in learning English and check whether the teaching objectives have been met or not.



²⁹ Semin Kazazoğlu. *Dictation as a Language Learning Tool*, Elseiver Ltd., 2012. p. 1338

b. Types of Dictation

There are several types of dictation. According to Oller cited Fatma Yuniart Journal they are as follows³⁰:

1. Standard dictation.

This is best known type of dictation. Students are required to write verbal sequences of material as spoken by a teacher or played back from a recording.

2. Partial dictation.

This type is similar to standard dictation, but students are given a written or spoken text version. The written version has certain parts removed. The students have to listen to the said material and fill in the missing details in the written version.

3. Dictation with competing noise.

This type of dictation is rather difficult because the material is presented with adding noise. The addition of noise in the process of dictation is intended to imitate a natural condition.

4. Dictation/Composition Or Dicto-Comp.

This type of dictation is actually a combination of two forms, namely dictation and composition. Here, the examinees are instructed to listen to a text, one or more times while it is presented either live or on tape at a conversational rate. Then they are asked to write from memory what they have heard.

³⁰ Fatma Yuniarti, *Using Dictation As A Testing Device In Teaching Listening*, INOVISH Journal, Vol. 2 No. 2 (December 2017), p. 17.

5. Elicited imitation.

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

6. Dictogloss

This is a dictation in which the teacher reads a sentence once, after which students have to write down the main words or keywords they can remember and then reconstruct the sentence in writing as accurately as possible. This dictation is sometimes called natural dictation.

Based on the explanation above, we can conclude that dictation is a variety of techniques. There are many types of dictation, such as standard dictation, partial dictation, dictation with competing noise, dictation/composition or dicto-comp, elicited imitation, and dictogloss. So make the teacher can choose one of them to use dictation in the teaching process. In this research, the researcher will use standard dictation to apply in teaching writing.

c. Procedure of Dictation in Teaching Narrative Text

Teachers need to be prepared when applying dictation techniques to their students. Here are some practices that must be done, namely³¹:

1. The teacher must choose a material that is appropriate and not too difficult for students to dictated.
2. The dictated words and sentences should be taught to students beforehand, and students should understand the meaning of the words.
3. The words used should be chosen from words that are not too difficult.

³¹ Fatma Yuniarti, *Using Dictation As A Testing Device In Teaching Listening*, INOVISH Journal, Vol. 2 No. 2 (December 2017), p. 17.

4. The teacher must choose the proper procedure in applying the dictation technique. There are two ways to use dictation techniques: the teacher reads the words directly, and the second is the dictated words that the teacher has previously recorded.
5. After the teacher has chosen the appropriate procedure, it is time for the teacher to apply the dictation technique. There are three steps to using the dictation technique:
 - a. The first step, don't stop during the journey. Students are not allowed to write anything at this time. They listen carefully to what the speaker is saying.
 - b. The second step, pause after every five to ten words in a sentence. During each pause, students should write down what they just heard. The teacher allows the repetition of any word or phrase once.
 - c. the Third step, play or read without pause and with average speed. But the repetition of words or phrases is not allowed.

The teacher must choose the proper dictation procedure in the teaching and learning process. So that during the implementation process, it can take place without any fuss in the classroom and can have a good impact on the teaching and learning process, especially writing narrative texts.

d. Advantages and Disadvantages of Dictation

There are several advantages of dictation, they are as follow³²:

1. Dictation can help develop all four language skills in an integrative way.

³² Nawal Benmostefa, "Reflections Upon Dictation As A Testing Device In An Efl Classroom: The Pro's And Con's": International Journal of Academic Research and Reflection, Vol. 6, No. 1, 2018. p. 19-20.

2. As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.
 3. Dictation helps develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
 4. Practice in careful listening to dictation will be useful later on in note taking exercises.
 5. Dictation can serve as an excellent review exercise.
 6. Correcting dictation can lead to oral communication.
 7. If the students do well, dictation is motivating.
 8. Dictation involves the whole class, no matter how large it is.
 9. During and after the dictation, all the students are active.
 10. Correction can be done by the students.
 11. Dictation can be prepared for mixed-ability classes.
 12. Dictation can be prepared for any level.
 13. The students, as well as the teacher, can get instant feedback (if the exercise is corrected immediately).
 14. Research has shown the learning to write down what you hear can encourage the development of literacy.
 15. Dictation can be a good indicator of overall language ability.
 16. During and after dictation all students are active.
 17. Dictation gives practice in correct forms of speech.
- Besides the advantages, dictation has disadvantages, they are:
1. Dictation is boredom activity.
 2. cumbersome and time-consuming.
 3. Some students may find difficulties.

4. Accuracy when checking.³³

B. Previous Research Findings

There are many related researches have been conducted before. The researcher takes some to be guidance to finish this study.

1. Sri Ramayani has been conducted a researcher under the title “The Effect Of Running Dictation Model On Students’ Writing Advertisement Text Ability At The Tenth Grade Students Of SMA Negeri 5 Padangsidimpuan”³⁴. This research uses an experimental method with a pre-experimental research design; one group pre-test post-test design. Based on the data that has been analyzed, the result is that there is a significant effect of running dictation model on students’ writing advertisement text-ability at the tenth-grade students of SMA Negeri 5 Padangsidimpuan. The difference with this research is the technique used is the running dictation, while this research uses the standard dictation. The second difference is the object of study in the research examines the effectiveness of dictation in Advertisement Text, while this research uses implementation dictation to teach writing narrative text. Another differences the method used is the quantitative research method, while this research uses the qualitative research method.
2. Miftahul Mutmainnah has been conducted a researcher under the title “The Influence of Running Dictation Strategy Toward Students’ Writing Narrative Text Skill at The Eleventh Grade Of SMAN 1 Punggur Central Lampung”³⁵. This research is

³³ Fatma Yuniart, *Using Dictation As A Testing Device In Teaching Listening*, INOVISH Journal, Vol. 2 No. 2 (December 2017), p. 21.

³⁴ Sri Ramayani, *The Effect Of Running Dictation Model On Students’ Writing Advertisement Text Ability At The Tenth Grade Students Of Sma Negeri 5 Padangsidimpuan*. Vol. 2. No.2, Juni 2019. ISSN 2620-5599

³⁵ Miftahul Mutmainnah, *The Influence of Running Dictation Strategy Toward Students’ Writing Narrative Text Skill at The Eleventh Grade Of SMAN 1 Punggur Central Lampung*, State Institute For Islamic Studies Of Metro. 2017

quantitative research. The research was used to test and documentation to collect the data. Based on the data that has been analyzed, the result is that there is any positive and significant influence of using running dictation strategy toward students' writing narrative text skill at the eleventh grade of SMAN 1 the Punggur academic year 2016/2017. The similarity is equally researching about the writing narrative text. The difference with this research is the technique used is the running dictation, while this research uses the standard dictation. The second difference is the discussion of study in the research examines the influence of running dictation, while this research discusses the implementation of using the dictation method. Another differences the method used is the quantitative research method, while this research uses the qualitative research method.

3. Ade Mentari has been conducted a researcher under the title "The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text at Mts Amin Darussalam"³⁶. The technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from the interview, observation sheet, and documentation. The quantitative data was taken from the test. Based on the data that has been analyzed, the result that the use of running dictation technique to improve students writing in the descriptive text was effective and suitable to be applied on improving students ability, especially writing descriptive text. In addition, the students were more active, comfortable and enjoyed the teaching-learning process. The difference with this research is the technique used is the running dictation, while this research uses the standard dictation. The second difference is the discussion of study in the research examines the use of running dictation technique to improve students' writing, while this research discusses the implementation of using

³⁶ Ade Mentari, *The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text at Mts Amin Darussalam*, State Islamic University of North Sumatera. 2018.

dictation method. Other differences that in this research using qualitative research method.



CHAPTER III

RESEARCH METHODS

A. Research Design

The research design of this study was descriptive qualitative research because the researcher focused on procedural investigations and found the advantages of using dictation technique in teaching writing. According to Creswell, qualitative research intends to explore and understand the meaning that individuals or groups give to social or human problems. Using a qualitative research methodology, the researcher wants to collect richer information and a more detailed picture of the situation, case, or event. The research design used to explain this phenomenon is descriptive research³⁷.

Researchers chose qualitative research because the data in this study were collected from observations, interviews, and documentation, meaning that the data can be processed into a word. Qualitative research is descriptive research that collects data from words or pictures rather than numbers. Qualitative can also explore the why and how of a situation, not just what, where when. In that, we can explore the source in depth. Therefore, this is why choosing this design is the most suitable for this research.

B. Reasearcher's Role

In this study, the researcher did the observation by herself because the result of the research would be more valid. The presence of the research in qualitative research was imperative. In the qualitative method, the researcher was to be everything in the whole research process.

One of the researcher's roles in this study was as an observer of the participant. Participant observation is when the researcher participates in the group's activities being

³⁷ John W. Creswell, *Research Design: Qualitative, quantitative, and mix method approaches*. Univeristy of Nebraska-Lincon: SAGE publication, Inc. 2014. p. 129.

observed in the same manner as its members, with or without their knowing that they are being observed³⁸. In this research, the researcher will be the participant-observer, where the researcher will be involved in the activity. So, researchers will be observers and implementers of research.

In addition, the researcher's role in this study was an interviewer. In this research, the researcher uses a structured interview because the researcher has already made a list of questions and has a schedule to do an interview. The researcher interviewed the teacher and the students in the tenth grade of MA Muhammadiyah 03 Ketro Pacitan. The researcher used a structured interview to get the data about students writing narrative text using the dictation technique.

The next researcher's role in this study was a documentalist. The researcher will take students a task to check and find out the students writing narrative text at tenth-grade senior high school level students.

C. Research Setting

This research takes place at MA Muhammadiyah 03 Ketro Pacitan, located on Jl. Pacitan Lorok Km 15 Ketro. The research sample is 23 (twenty three) students of class X IPS B for this research. This school was chosen as the research location because it is close to home considering the current pandemic conditions, thus requiring activities not far from home. In addition, at this school, there has never been any research related to the dictation method on writing material.

³⁸ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012). p.12.

D. Data Source

1. Primary Data Source

Primary data is data that has been observed, experienced, or recorded close to the event. This source is the closest to the truth. The primary data in this study is in the form of narrative text from the application of the dictation technique.

2. Secondary Data Source

Secondary is a written success that interprets or records primary data³⁹. The secondary data of this research will be taken from written and recorded materials, such as books, documentation, and interviews related to the topic.

E. Data Collection Technique

The researcher used the descriptive method in this research. In conducting this research, the researcher did some ways to collect data, such as doing observation, interview, and documentation. There are some techniques used to collect the data, they are:

1. Observation

The researcher applies this technique to observe the students' mastery in writing narrative text, in order that the researcher gets the real information of the phenomenon. Researchers made observations to collect data about the process of teaching dictation techniques on students' writing skills and advantages and disadvantages towards this technique.

2. Interview

According the Lexy that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and

³⁹ Nicholas Walliman, *Research Method* (London and New York: Routledge, 2011). p. 69.

joint construction of meaning about particular topic⁴⁰. Student interviews were conducted to obtain data on the use of the dictation technique in teaching writing skills, especially in narrative texts. Interviewing the teacher is intended to find out information about the dictation technique used and how the dictation technique used in English instruction, advantages and disadvantages towards this technique and another thing related the data. Instrument used in this interview is structured interview.

3. Documentation

It is conducted to obtain the written data, such as lesson plan, syllabus, students' worksheet, notes, transcript, newspaper, magazine, agenda, etc. Researchers use this technique to obtain documents such as, school document (history of the school, vision and mission, teacher and students' data), photo video and etc.

F. Data Analysis Technique

After gathering the data, the researcher comes to do the analysis in order to reach the research questions. In this study, the researcher used technique of data analysis based on Matthew B. Miles, A. Michael Huberman and Jhony Saldana which is involving three steps: data reduction, data display, and conclusion drawing/verification⁴¹.

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns. Firstly, the researcher collected data about the use of dictation technique in English instruction through interview and documentation. The researcher then transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data is the data no relation with the theme of

⁴⁰ Ilexi Maleong, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: Remaja Rosda Karya, 2014). p. 42.

⁴¹ Matthew B. Miles, A. Michael Huberman and Jhony Saldana, *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications. p. 12-14.

the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action. In the process of the reducing and displaying the data, it was based on the formulation of the research problem. The formulation of the research problems are: 1) How does the teacher use the dictation technique in teaching writing ability, especially in the narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan? and 2) What are the advantages and disadvantages of the use of dictation technique in teaching writing narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan?. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

3. Conclusion Drawing/Verification

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, qualitative research begins to decide what things mean by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions are also verified as the analyst proceeds. The conclusion drawn is started after the data were collected by making a temporary conclusion. In other words, it can be said that the decision is analyzed continuously and verified the validity to get the perfect ending about the use of the dictation technique in teaching writing, especially in the narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan.

G. Checking Validity of Findings

To check validation of conclusion of this research, the researcher used the Triangulation technique. This technique also used to check the validation of conclusion of this research. The researcher used triangulation data source to check the validation of this research. According to Quinn Patton Triangulation data source means comparing and cross-checking consistency of information derived at different times and by different means within qualitative method⁴².



⁴² Roissatur Rosidah, *Students' Motivation In Learning English At Rumah Belajar Pandawa Ngagel Wonokromo Surabaya*. UIN Sunan Ampel Surabaya, 2017. p. 68.

CHAPTER IV

RESULT AND DISCUSSION

A. General Description of Research Setting

Before the researcher presented the data findings in this research, firstly, the researcher presented the general description of research setting.

1. The History of MA Muhammadiyah 03 Ketro

Muhammadiyah Branch Ketro, Kebonagung District, Pacitan Regency has business charities in its branches in the form of: MI, MTs and MA Muhammadiyah. This business charity was established with different grace periods but on the same basis. In the locations currently standing, both MI, MTs, and MA Muhammadiyah are needed by the community.

MA Muhammadiyah was officially established on July 1, 1991, and only received an operational permit on June 2, 1994. This is in accordance with a letter from the Regional Office of the Ministry of Religion (Kanwil Depag) East Java Province: Wm.06.04/PP.03.2/7965/1994, which registered with the registration number (Madrasah statistical number [NSM]) 312350105506.

In 2016, a new operational permit was issued as an effort to rearrange the Madrasah Statistics Number (NSM) within the Ministry of Religion of East Java Province so that the NSM for MA Muhammadiyah03 Ketro became 13235010004 based on the Decree of the Head of the Regional Office of the Ministry of Religion of East Java Province Number: Kw.13.4 /4/PP.00.6/05/2010 on July 1, 2012. Over the past 20 years or so, MA Muhammadiyah 3 Ketro Pacitan has changed its leadership five times. they are:

- a. Drs. Mutto'in (1991-2000)
- b. H. Moch. Ismail, S.Ag. (2000-2003)

- c. Drs. Ahmad Yani (2003-2003) Drs. Agus Hadi Prabowo, M.Pd. (2003-2009)
- d. Slamet, S.Pd.I. (2009-2010)
- e. Dra. Anis Chobsah Riniati (2010-present)⁴³

2. Geographic Conditions of MA Muhammadiyah 03 Ketro

MA Muhammadiyah 03 Ketro is geographically located in Ketro Village, Kebonagung District, Pacitan Regency. The distance between Pacitan City and the location of MA Muhammadiyah 03 Ketro is approximately 15 Km. With the condition of the area being in a hilly area and surrounded by tree fields and mountains, MA Muhammadiyah 03 Ketro is the only school whose existence is very acceptable to the community as a government institution in the field of education. Not only the surrounding community but people from outside the District can also accept the existence of MA Muhammadiyah 03 Ketro. This is evident from the many students who also come from outside the Ketro area.

Its existence, located west of the Ketro market and supported by an adequate road structure, is located on the highway's edge. A smooth transportation network makes it easy for students and madrasah staff to reach MA Muhammadiyah 03 Ketro.⁴⁴

3. The Profile of MA Muhammadiyah 03 Ketro

a. The Profile of MA Muhammadiyah 03 Ketro

Name of Madrasah	: Madrasah Aliyah Muhammadiyah 03 Ketro
NPSN /NSM	: 20584334/ 131235010004
School Status	: Private

⁴³ Look at transcript of document 09/D/7 -2/2022

⁴⁴ Look at transcript of document 09/D/7-2/2022

School Accreditation Status : Accredited B (82)

Point Coordinates (L/B) : -8.175454/111.194987

Year of Established : 1991

Year of Operation : 1991/1992

Land Status : Waqf

School Land Area : 3200 m²

Madrasah Address :

Street : Jl. Pacitan – Lorok Km. 15

Village : Ketro

District : Kebonagung

Regency : Pacitan

Province : Jawa Timur

b. Vision, Mission and Objective of MA Muhammadiyah 03 Ketro

Vision

Tauhid, Knowledgeable, Achievement and Culture

Mission

1. Growing an Islamic attitude and attitude inside and outside the Madrasah
2. Provides education, guidance and training in active, creative, effective and fun (pakem).
3. Helping students recognize himself and providing positive motivation
4. Building a culture of discipline in all fields
5. Growing intensive spirit of excellence to all Madrasah citizens in academic or non academic achievements
6. Guiding students to be careful
7. Growing respect and practice of Islamic teachings

8. Implementing participatory management by involving all Madrasah citizens and the Madrasah Committee

Objective

1. Students of Ma Muhammadiyah 03 Pacitan are expected to integrated imtaq and science insights
2. Improving student's science and faith and knowledge, particularly in the field of iptek, so students are able to continue education at quality higher education levels.
3. Improving student's life skill ability, as community members in continuing social cultural relations and the natural environment that is at the soul with Islamic values.

For more information regarding to the MA Muhammadiyah 03 Ketro Pacitan, please see to the attachment.⁴⁵

B. Specific Data

The researcher describes the data obtained from several types of data collection techniques. The researcher used three instruments to get more complete data: interviews, observations, and documentation. In the first step, the researcher interviewed teacher and students about how to apply the process of applying dictation techniques in teaching writing narrative texts and the advantages and disadvantages of applying dictation techniques in teaching writing narrative texts. On 7th February 2022, researcher interviewed English teachers at the MA Muhammadiyah 03 Ketro Pacitan. Then from 9th to 10th March 2022, the researcher interviewed the students to determine whether it was

⁴⁵ Look at transcript of document 09/D/7-2/2022

to the teacher's statement. The next step is documentation; the researcher asked for supporting data such as lesson plans, school history, school profile, vision and mission, goals, infrastructure, and other supporting data.

The last step is observation; Researcher observed students and teachers in the classroom find out how to apply dictation technique in learning to write narrative texts. Then the researcher analyzed the results of the observation sheet to determine whether it was to the lesson plans and the results of interviews with teachers and students. The dictation was conducted in two meetings, namely on Wednesday, 16th March and Thursday, 17th March. The first meeting was used to explain the material about narrative text and provide examples of narrative text with a fabled theme entitled "An Ugly Chick." The dictation technique was applied in the second meeting, using a fable-themed reader entitled "True Friends," containing three paragraphs. The time allocation for each session was 2 x 50 minutes.

After the researcher conducted interviews, observations and documentation, the researcher would explain the data results in detail. In this study, the data consisted of two discussions. First, how does teachers use the dictation technique in teaching writing narrative text at tenth graders MA Muhammadiyah 03 Ketro Pacitan students? Second, what are the advantages and disadvantages of the use of the dictation technique in teaching writing narrative text at tenth graders of MA Muhammadiyah 03 Ketro?.

1. The Use of Dictation Technique in Teaching Writing in The Narrative Text at Tenth Graders of MA Muhammadiyah 03 Ketro Pacitan

When the teacher teaches writing especially narrative texts, teacher are required to make students understand and get the information from narrative texts. Based on this information, the teacher must make students enjoy and build a pleasant learning atmosphere so that students can easily understand the material and the content of

narrative texts and get various information from the text. According the Mrs. Ike Widyaningsih the implementation of dictation technique in teaching writing narrative text are:

“The procedure starts from making lesson plans, looking for materials, making assignments, and preparing learning evaluations. In addition, choose words that are not too difficult or can also be said to adjust to students' abilities. This dictation technique was carried out for two meetings; The first meeting is used to explain the material, give examples, and explain the next meeting. On that occasion, the teacher explained that he would apply the dictation technique at the next meeting. The second meeting begins with a brief explanation of the narrative text material for approximately 10-15 minutes; then, this dictation technique is applied. The application itself is not the same as standard dictation in general. Students write down what the teacher said, and then when they are done, they can collect the answers. Mrs. Ike improvised a little according to the students' abilities. The teacher distributed the answer sheets first. Second, He prepares to read the text and instructs the students to listen carefully to what he says and not to write. Third, the teacher reads each sentence at an average speed, and students are allowed to write.

On this occasion, the teacher also repeated some words. Then after that, the teacher reads each paragraph at an average speed, and students can proofread their work while listening to me. Then, he gives 10-15 minutes for students to correct their writing again. After that, the discussion began by exchanging student work. In the discussion process, students actively present their respective answers. After the discussion ends, students know where their mistakes are and are expected to learn from these mistakes. After that, the lesson ended, and I drew conclusions for today's lesson and didn't forget to motivate them to keep learning”⁴⁶.

In addition to conducting interviews with teachers, researcher also conducted interviews with class X MA Muhammadiyah 03 Ketro Pacitan students. This is done to find out whether the results of interviews with teachers are by students' opinions during the learning process. The following are some student opinions regarding the writing learning process:

Dilla Afriani stated that:

“The first step is that students must listen carefully. Then, Mrs. Ike reads the entire text, and the students cannot write yet. Second, Mrs. Ike reads each sentence slowly and repeatedly. That student can also write. Third, Mrs. Ike

⁴⁶ look at transcript of interview 01/1/7-02/2022

reads each paragraph, and students can re-examine the work. Then students exchange their answers with other friends and discuss them together. After discussing, as usual, Mrs. Ike concluded that day's learning."⁴⁷

Nurul Insani also conveyed this:

"Initially, students were reminded of the material about the narrative text. Then students are given a blank answer sheet. Then Mrs. Ike started to read the entire text entitled "True Friends." When reading for the first time, students are not allowed to write, and students are only told to listen and pay close attention. Then Mrs. Ike gave the order to start writing. After giving the order to write, Mrs. Ike read slowly and repeatedly. Then Mrs. Ike reread each paragraph. Then when finished, we are asked to exchange answers between friends and match the answers together. Finally, Mrs. Ike closed the lesson by giving conclusions and suggestions."⁴⁸

Mei Linda Sari also expressed a similar opinion:

"The narrative text learning taught by Mrs. Ike lasted two meetings. In the first meeting, Mrs. Ike clearly explained the narrative text material, which contained definitions, structures, and linguistic features, and gave several examples and others related to the material. After giving the material, there is a question and answer session. Then before closing the day's lesson, Mrs. Ike said that we would prepare tomorrow to use a technique. The students forgot what the technique was. Students were told that there would be an assignment where students listened to what the teacher said and then wrote in English correctly and adequately. There are three parts in the process: first, Mrs. Ike read the entire text of the title "true friends." Second, Mrs. Ike reads slowly, then we write. The last, Mrs. Ike reads each paragraph. After that, we were asked to exchange the answers and correct them together."⁴⁹

In addition, several opinions support the suitability of observations and interviews. In the statement delivered by Risma Puspita Yuana:

"As usual, Mrs. Ike gave narrative text material which contained definitions, social functions, structure, and language. Not only that, Mrs. Ike gave an example, and the students identified the structure and language together. Then, Mrs. Ike also uses techniques such as dictation which is used to understand the contents of narrative text readings. After that, the students discussed matching the answers of their respective students, and finally, Mrs. Ike gave motivation, suggestions, and conclusions."⁵⁰

⁴⁷ look at transcript of interview 02/1/9-03/2022

⁴⁸ look at transcript of interview 03/1/9-03/2022

⁴⁹ look at transcript of interview 04/1/9-03/2022

⁵⁰ look at transcript of interview 05/1/10-03/2022

Rika Triana also said the same statement:

“Mrs. Ike uses a new learning system in its application, and students are then dictated to write correctly. In addition, the narrative text has already implemented in two meetings. The first meeting was the material, then for the second, Mrs. Ike used a learning system that was different from usual according to students. At that time, Mrs. Ike explained in detail what narrative text was, its function, language, structure, etc. Mrs. Ike introduced the learning system like the dictation earlier to the students. He said that for students to know and understand a narrative text, students must practice in an example reading. The next day, Mrs. Ike brought a blank answer sheet and distributed it to the students. At that time, Mrs. Ike said that students should write what he said. After less than 40 minutes, students can complete the dictation task. Then after that, the students corrected together through discussion.”⁵¹

Salma also stated that:

“Students in dictation then write what is said. At that time, Mrs. Ike initially explained the material as usual. However, there were no assignments at the meeting, only giving examples of texts and being identified together. After that, Mrs. Ike briefly explained the material the next day. She just reminded him of yesterday's material. Then Mrs. Ike distributed a blank sheet of paper to the students. Then he said that that day the students would use dictation techniques. First, Mrs. Ike told me the title and then read the entire text. However, after reading the first reading, the students were not allowed to write anything. Students pay attention and listen well. Furthermore, only students can write because during the second reading of the text, Mrs. Ike reads slowly. Then after students finish writing everything. Finally, Mrs. Ike reads the narrative text per paragraph. So students can re-examine what Mrs. Ike said earlier. Then Mrs. Ike asked the students to correct the answers together. Through the discussion, the students shared their opinion regarding the correct answer, and Mrs. Ike provided feedback on the students' answers. After that, we also identify the structure and language and take the moral values in the reading text.”⁵²

To strengthen the results of the study, researchers conducted observations in class. This is done to ensure that the data from interviews with teachers and students are by the results of observations. In observations from wednesday 16th to thursday 17th March 2022 with 23 students in class X IPS B, this study focuses on observing several learning activities to write narrative texts using dictation technique. The following are the results of the observations:

⁵¹ look at transcript of interview 06/I/10-03/2022

⁵² look at transcript of interview 07/I/10-03/2022

The first observation was conducted at MA Muhammadiyah 03 Ketro Pacitan class X IPS B, totalling 23 students, of which two students were absent due to illness. Researcher started observations from 08.30 to 09.20. The teacher gives an opening greeting to the students. Then, the teacher makes a few conversations to build students' enthusiasm, such as "how are you today? Are you ready to learn today? , etc. Before starting the lesson, as usual, students read a prayer first. After reading the prayer, the teacher starts the lesson and checks the attendance list of students by calling their names one by one. The teacher gave directed questions to improve students' understanding, such as "Anybody knows what we will learn today? Do you know about narrative text?" and the students enthusiastically answered the questions. After listening to all the students' answers, the teacher explained what a narrative text was and the generic structure of a narrative text. In the generic structure of a narrative text, the teacher said orientations, complications and resolutions in narrative texts. Only in the second paragraph then the teacher explains and mentions the linguistic features of narrative texts and types of narrative texts.

After the teacher gave a clear explanation, the teacher distributed a sheet of paper containing an example of a narrative text with a fabled theme entitled "An ugly chick", The teacher asked some students to read the text and interpret it; after all the texts were read and interpreted together. The teacher explains and tells the parts that are included in the generic structure. In addition, students and teachers also identify several linguistic features contained in the text.

To find out how far the students' understanding is related to the topic, the teacher asks the students some questions, such as "what are the types of narrative text? What types of narrative text are in the example? Who are the characters in the example entitled "An ugly chick"? What moral message can we take from this example? After that, the teacher explains what activities will be carried out at the next meeting. The

teacher explains to the students that the teacher will use the dictation technique to teach narrative texts at the next meeting. Then the teacher ended today's session by saying hamdalah and greetings.⁵³

Today is the second observation at MA Muhammadiyah 03 Ketro Pacitan class X IPS B. At that time there was one student who was absent due to illness, so the class started with 22 students. Researchers started observations from 08.30 to 09.20. First, the teacher greets the students by greeting. then, students read a prayer together before the lesson begins. When finished, the teacher checks the attendance list of students by calling their names one by one. The teacher tries to review and recall the material learned the previous day by asking some questions related to narrative text, such as, what is the meaning of the narrative text? what are the generic structures of narrative text? what are the language features contained in narrative text, etc? Each student answered with their own opinion. Their answers are good, they still remember the narrative text material.

Next, is the activity of implementing the dictation technique. The teacher prepares a text that will be read and delivered to students to start learning. Then the teacher gives a blank answer paper. After that, the teacher explains the rules so that students can answer the student's worksheets with the correct answers. In the first step, the teacher begins to read the entire text with a fabled theme entitled "True Friends". Students are instructed to listen carefully and are not allowed to write. In the second step, the teacher reads the narrative text entitled "True Friends" in sentences. Students are instructed to write down what they have just heard. In this step, the teacher can repeat several times the sentence that was read. In the last step, the teacher reads the narrative text without pause with an average speed and without repetition. After the teacher finishes reading the text entitled "True Friends", the

⁵³ look at transcript of observation 04/O/16-03/2022

teacher gives students about 10-15 minutes to correct their answers before changing the answers with friends and then discussing them together. In the discussion, the teacher invites all students to correct students answers correctly. Then it is collected to the teacher to be assessed.

To find out how far the students' understanding is related to the topic, the teacher gives some questions to the students. Related to the content of the text, the generic structure and moral values are contained in the text. then the teacher ended today's meeting by saying hamdalah and greetings.⁵⁴

2. The advantages and disadvantages of the use of dictation technique in teaching writing in the narrative text at ten graders of MA Muhammadiyah 03 Ketro Pacitan

a. The Advantages of the use of dictation technique in teaching writing narrative text

Dictation has a flexible design that can be used for individual study, independent study, and group teaching. Its application focuses on personal appearance. As a teaching technique, dictation has several benefits. The following are some of the benefits that students and teachers can experience:

According to Dilla Afriani:

“The material is easier to understand by using this technique. This is like a guessing game, where students must be able to write the correct text according to what the teacher says so that this technique makes learning more fun.”⁵⁵

According to Nurul Insani :

⁵⁴ look at transcript of observation 05/O/17-03/2022

⁵⁵ look at transcript of interview 02/I/9-03/2022

“She thought it was fun. Seeing the teacher's facial expressions in reading narrative texts makes learning difficult but relaxed. Can make students challenged and motivated in writing well and correctly.”⁵⁶

Mei Linda Sari also states about the advantages of the use of dictation technique in teaching writing narrative text :

“By using this learning technique, each student must be responsible for completing their respective tasks. In addition, it can train students' courage to express their answers when correcting together.”⁵⁷

By dictation technique, students feel more enjoyable, can more easily understand the material, students can also learn to be responsible for completing their respective tasks. In addition, it can train students' courage to express their answers when correcting together.

Risma Puspita Yuana stated that:

“By applying this technique, students not only learn to write, but students can also learn to listen and speak. In addition, students initially work on assignments asking friends, so students are more independent, working on their own according to my abilities”⁵⁸

Rika Triana tells about about the advantages of the use of dictation technique in teaching writing narrative text. She said that:

“For her, the benefits are to train students' ability to remember. then the teacher usually just explains and then the students just listen. Through this learning system, students are active together with the teacher so that the class becomes more exciting. In addition, this learning system trains students to write well and pronounce English correctly.”⁵⁹

Salma also said that:

“This time, the students liked the technique that Mrs. Ike used because according to the students it was as exciting as a word guessing competition, even though this is a good and correct writing guessing competition. That

⁵⁶ look at transcript of interview 03/1/9-03/2022

⁵⁷ look at transcript of interview 04/1/9-03/2022

⁵⁸ look at transcript of interview 05/1/10-03/2022

⁵⁹ look at transcript of interview 06/1/10-03/2022

way, students are more enthusiastic and motivated. students think dictation is only for listening but can also be used to write narrative texts”⁶⁰

We know that dictation is usually used for listening skills, but when the teacher applies it to writing narrative text skills. We get a lot of benefits. Students are more independent, working on their own according to their abilities. Students feel that this technique can practice writing skills correctly and adequately. In addition, they think they enjoy learning in class.

According to Mrs. Ike Widyaningsih:

“By using this technique, teachers can stimulate several skills in English, such as listening, writing, and speaking. The ability to speak here is used in correction or discussion. This technique is an old model, but the application of this technique to the high school level has a good effect. Students can express and have fun with each other at the end of the discussion. Through discussion, students learn how to interact socially, find solutions together and help each other achieve common goals.”⁶¹

The statement above explains that the dictation technique in teaching writing narrative text has many advantages for students and teachers. By applying the dictation technique in teaching writing narrative text, it is hoped that students will get a good score.

b. The Disadvantages of the use of dictation technique in teaching writing in the narrative text

The dictation technique not only has several advantages in its application but also has disadvantages. The following are some of the disadvantages of applying dictation techniques that students and teachers feel:

⁶⁰ look at transcript of interview 07/1/10-03/2022

⁶¹ look at transcript of interview 01/1/7-02/2022

Risma Puspita Yuana shared about the problem, she stated that:

“Students had a little difficulty because of the lack of vocabulary that students had when writing yesterday. Students also write according to what Mrs. Ike said.”⁶²

Rika Triana stated that:

“Actually, students don't find it difficult, but students feel that if the teacher talks less effectively, it takes a lot of time. Preferably like listening to learning using songs, teachers use tape. So later the teacher will find it easy and helpful.”⁶³

Salma also stated that:

“Students find it difficult to recognize the words spoken by Mrs. Ike because the pronunciation and writing are very different from the writing.”⁶⁴

According to Mrs. Ike Widyaningsih:

“Apart from having advantages, this technique also has several disadvantages. If students feel unfamiliar with the teacher's vocabulary or sentences, the teacher needs several time to repeat the vocabulary or sentences. Moreover, if students don't hear well, they usually only write according to what teachers said, not following good and correct writing.”⁶⁵

It shows us that the application of dictation techniques in learning to write narrative texts has shortcomings or difficulties. So the teacher is expected to be able to evaluate the weaknesses above to create maximum and effective learning.

C. Discussion

After writing the data exposure and data findings generated by the researcher from interviews, observations, and documentation, the next researcher will analyze the data that has been collected.

From the exposure of the data and the results of the sub-chapter of research findings described in the previous sub-chapter, it is necessary to analyze the study results. It is

⁶² look at transcript of interview 05/I/10-03/2022

⁶³ look at transcript of interview 06/I/10-03/2022

⁶⁴ look at transcript of interview 07/I/10-03/2022

⁶⁵ look at transcript of interview 01/I/7-02/2022

done so the result of data can be interpreted and the formulation of the problem can draw research conclusion. In this case, Nasution stated that the analysis had begun by formulating and explaining the problem before entering the field and continued until the study results. However, in qualitative research, data analysis is more focused on the field process and data collection.

The research uses qualitative descriptive analysis (exposure) of the data obtained through observation, documentation, and interviews with parties who know about the required data. Furthermore, these results are associated with existing theories, including the following:

1. Discussion of the Use Dictation Technique in Teaching Writing in The Narrative Text at Tenth Graders of MA Muhammadiyah 03 Ketro Pacitan

Relating to the implementation of dictation techniques in narrative text teaching has been explained in the theoretical study of Chapter two. Which states that teaching is an activity that shows or helps students learn how to do something, give instructions, give language, and cause them to know or understand. The teacher must make students feel comfortable and interested in learning subjects by using creative techniques to focus on the learning process. Therefore, effective teaching and learning processes can occur with various techniques used.

In the implementation stage, teachers are required to have the ability to be thorough and creative in carrying out activities using learning techniques according to students' abilities. In implementing the implementation process of learning, the technique must be planned systematically. Pay attention to the objectives, procedures, targets/targets, and learning techniques. The implementation of learning techniques is prioritized to enhance the quality of teaching and learning. By using appropriate learning techniques, the learning outcomes achieved by students will be better remembered so that they have high scores.

Through the observation and documentation interviews, researchers found data findings, including; First, the teacher opens lessons with greetings and prayers to provide good role models for students. Second, the teacher explains the material and gives text examples, then the students discuss it together. It is intended so that teachers do not always be the leader of learning activities so that students can be active, creative, and independent in learning activities. Third, the process of applying dictation techniques occurs. The teacher implements it well; Students also follow the stages instructed by the teacher. After that, the teacher asks students to exchange their answers and fix them. The teacher's role is crucial in applying this technique because students will not know what they want to do if the teacher does not explain it before. From the assignments given by the teacher, students get good grades, and they are happier, enjoy, and understand what they learn that day.

In this context, the dictation technique in learning to write narrative text at MA Muhammadiyah 03 Ketro Pacitan works well. In addition, students also follow the stages well as contained in Fatma Yuniart's theory in the Inovish Journal, namely: The first step does not stop during the journey. Students are not allowed to write anything at this time. They listen carefully to what the speaker has to say. The second step, pause after every five to ten words in a sentence. During each pause, students should write down what they just heard. The teacher allows the repetition of any word or phrase once. The third step, play or read without pause and at an average speed. But the repetition of words or phrases is not allowed.

Based on the theory above, the researcher concludes that the teacher improvises according to the students' abilities. At MA Muhammadiyah 3 Ketro Pacitan, the teacher improved the technique by adding several activities, such as exchanging answers with friends and discussing and evaluating. The teacher does this improvisation so that the teaching and learning process is more effective. Furthermore,

in the process of applying dictation techniques in learning to write narrative texts, it has gone well. Through dictation techniques that are applied according to students' abilities, teachers can apply them again to other skills. It means that it can be used in narrative writing skills and can also be used for other English skills.

According to Wu Chung's theory, dictation is an activity that helps students develop phonological awareness and phonetic skills, listening skills, and writing skills. From the statement above, dictation techniques can help build writing skills, develop phonological awareness and phonetic skills, and develop listening skills. It can encourage students to solve the problems they face when learning English.

From the research results, the researcher has obtained the expected data from applying the dictation technique in teaching writing narrative text. Data were obtained through direct observation in the field regarding teaching and learning activities in the classroom by conducting documentation and interviews with several resource persons involved in supporting the research data. As for the study results, it can be concluded that the application of the dictation technique in teaching writing narrative text at MA Muhammadiyah 03 Ketro has been going well, and students can also follow the stages.

2. Discussion of The advantages and disadvantages of the use of dictation technique in teaching writing in the narrative text at tenth graders of MA Muhammadiyah 03 Ketro Pacitan

Applying appropriate dictation technique in narrative text learning has the advantage that students' writing skills can increase. In line with students' opinions, dictation techniques bring significant benefits to the ability to write narrative texts, including; The material is easier to understand, fun, and trains students' memory skills. Then by using this learning technique, each student must be responsible for completing their respective tasks. In addition, it can teach students the courage to express their answers when correcting together. In addition, by applying this

technique, students not only learn to write, but students can also learn to listen and speak.

In addition, the teacher also expressed his opinion that by using this technique, the teacher can stimulate several skills in English, such as listening, writing, and speaking. The ability to say here is used in correction or discussion. This technique is an old model, but the application of this technique to the secondary school level has a good effect. Students can express and have fun with each other at the end of the discussion. Through discussion, students learn how to interact socially, find solutions together and help each other to achieve common goals.

Whu Chung's statement reinforces this that dictation is an activity that helps students develop phonological awareness and phonetic skills, listening skills, and writing skills. It means that dictation is a good activity for the teaching-learning process, especially writing. For students, dictation can improve their skills such as listening and writing because dictation is an activity of writing after someone has said or read something.

In addition, according to Fatma Yuniart in Inovish journal there are several advantages including the following: (1) Dictation can help develop all four language skills in an integrative way. (2) As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar. (3) Dictation helps develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down. (4) Practice in careful listening to dictation will be useful later on in note taking exercises. (5) Dictation can serve as an excellent review exercise. (6) Correcting dictation can lead to oral communication. (7) If the students do well, dictation is motivating and etc.

However, implementing the dictation technique in teaching narrative text at MA Muhammadiyah 03 Ketro Pacitan also has many disadvantages. The following are

some of the disadvantages in implementing the dictation technique in teaching narrative text according to Fatma Yuniart, namely (1) Dictation is a boring activity, (2) cumbersome and time-consuming, (3) Some students may find difficulties (4) Accuracy when checking.

In its implementation, learning to write narrative text still has several obstacles. If students feel unfamiliar with the teacher's vocabulary or sentences, the teacher needs some time to repeat the vocabulary or sentences. Moreover, if students do not hear well, they usually only write according to what the teacher says, not following good and correct writing. Mrs Ike conveyed the statement as an English teacher at MA Muhammadiyah 03 Ketro Pacitan.

The obstacle raised by students is that they have difficulty because the lack of vocabulary they have when writing. We know that vocabulary plays an important role in writing, so if students have a lot of vocabulary, it will make it easier for them to write various kinds of writing. Next obstacle Students find it difficult to recognize the words spoken by the teacher so that the pronunciation and writing are very different from the actual writing. In this case, students can be said to have misunderstood, which means what the teacher means is different from what the students mean.

Then it is the same as the theory presented by Fatma Yuniart above that, according to students, this dictation technique takes a long time. Because the implementation requires several repetitions, It can be overcome by using media such as tape or loudspeakers so that the process of applying the dictation technique in teaching writing narrative text does not take a long time, and the application process is carried out effectively.

Based on the statement above, the dictation technique brings many benefits. However, it can be seen that the dictation technique also has some drawbacks, such as being time-consuming and complicated. However, we know that the disadvantages of

this dictation technique are less than the advantages. This is because the teacher can apply dictation techniques in narrative texts well and can be accepted by students.



CHAPTER IV

CLOSING

A. Conclusion

Based on the resulted data, the researcher concludes that research as follows:

1. The use of dictation techniques applied by teachers in learning to write narrative texts at MA Muhammadiyah 03 Ketro Pacitan is as follows, In the first step, the teacher starts reading the whole text without stopping. Students are instructed to listen carefully and are not allowed to write. In the second step, the teacher reads the narrative text of each sentence. Students are required to write down what they have just heard. In this step, the teacher can repeat the sentence that has been read once. In the third step, the teacher reads the narrative text without pause at an average speed and without repetition. In the fourth step, the teacher asks students to exchange answers with friends and discuss them. Then the last step is the teacher evaluates the students by asking questions related to the text, such as the generic structure and moral values contained in the text.
2. There are several advantages and disadvantages of applying dictation techniques in teaching writing narrative texts. The following are some of the advantages of applying dictation techniques in teaching writing narrative texts; Writing narrative text material is easier to understand and fun. Then the dictation technique also trains students' memory. By using the dictation technique in this lesson, each student must be responsible for completing their respective tasks. In addition, it can teach students the courage to express their answers when correcting together. In practice, writing narrative texts still has several disadvantages, including; requiring a long time in the dictation process, students' experience a miss understanding, and a lack of student vocabulary. In addition, students have difficulty in recognizing the words spoken by

the teacher, so the pronunciation and writing are very different from the actual writing.

B. Recommendation

The recommendations are directed to the teacher, students, and other researcher.

1. For the Teachers

English teachers can use simple and easy techniques such as dictation in their learning to make students interested, have fun, and improve students' abilities. In addition, English teachers must know the needs of students. So that in learning activities, the teacher can convey material according to the needs of students, which will later be useful and not just a formality.

2. For the students

The students have to study hard and practice more in English writing to improve their writing skills. They also have to be active and creative to make good writing, especially in narrative text.

3. For the next researcher

Based on findings in this study, it is recommended to the next researcher to research another activity related dictation technique in writing narrative text. The next researcher hopefully developed this research in term of another aspect of education, not only in the scope of the use, advantages and disadvantages of dictation technique in teaching writing narrative text.

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