

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

In the process of teaching and learning English, students are expected to acquire proficiency in four essential skills: listening, speaking, reading, and writing. Writing, being one of these fundamental skills in the context of learning English as a foreign language, is considered challenging as it requires the ability to articulate ideas, opinions, and emotions through written language (Abblas, 2006;125).

According to Abblas, writing skill involves expressing thoughts in written form, and it is perceived as difficult because transforming ideas into written language poses a greater challenge compared to spoken language. Consequently, there is a need to enhance writing skills as a foundational means of conveying ideas and thoughts through written expression, despite the tendency of some individuals to prefer oral communication over written communication.

The comprehension of writing skills involves the activity of conveying messages or communication using written language as a tool or medium. As per Suparno (2009;13), writing is viewed as an indirect form of communication, involving the transfer of thoughts or feelings through the use of graphology, language structure, and vocabulary, employing symbols that represent the intended message.

In the teaching of writing, various materials are employed, and one such material is descriptive text. Described by Sabarti Akharga et al. (1993;131), descriptive text is an endeavor to elucidate the form and nature of an object through words. Jolly (1984;47) further characterizes descriptive text as a means of depicting something, providing a detailed account that aims to create an impression about a person, object, place, or thing. In essence, descriptive texts serve the purpose of offering specific information about the characteristics and attributes of the subject being described.

By studying the descriptive text will increase their knowledge of how the steps to describe something, someone, or a certain place correctly. But some factors students were not able to build and develop their ideas into sentence with the correct generic structure, language features, the students did not find interesting and appropriate writing technique and their lacked of understanding of writing the correct spelling of words and lacked of

vocabulary makes them write a lot of repetition of words in their writing.

According to Zulraudah & Jufri (2014), "dictation is an activity used to teach skills in English. In the application of dictation, students can work together in a team to listen, read, and tell the other team about their understanding, and can write the important points of what they listen to." Dictation is a good strategy to use for teaching students who are learning English as a second and foreign language. As said by Mustofa (2011) that in the dictation learning process there are three basic abilities that are built, namely attentive observation, attentive listening, and flexibility in writing.

Dictation serves the purpose of enhancing students' capacity to observe words, sentences, or written content that will be transcribed or copied into their notebooks. Subsequently, students are guided on how to replicate or reproduce the outcomes of the listening test they have undertaken. This instructional method, as emphasized by Saragih et al. (2022), is employed by educators to teach listening skills in a manner that fosters a positive and engaging learning environment, aiming to capture students' interest and active participation.

Based on the results of observations and interviews with one of the English teachers at SMP Mayjend Sutoyo Medan, it shows that students' writing skills in class VII are still relatively low because students consider writing a boring activity. The cause of students' low writing ability is the lack of students' writing habits at home and at school, so that students feel that writing is a burden or heavy work that must be completed and the next cause of students' low writing ability is the lack of writing practice in the era of globalisation because current learning is technology-based because it is no longer writing but typing.

To develop students' interest in writing, the researcher then proposes a new one writing material. Researchers are interested in increasing students' interest increasing students' interest in writing in the form of dictation in grade of seven grade of SMP Mayjend Sutoyo SM Medan. This method stimulates students' to be motivated to write with fun and more to active. Then the researcher decided to conduct research with the title "IMPROVING STUDENTS' WRITING ABILITY BY USING DICTATION METHOD OF DESCRIPTIVE TEXT AT GRADE 7 SM MAYJEND SUTOYO SM MEDAN" to increase interest in writing namely producing new materials for students'.

## **1.2 Problem of Study**

1. How is the dictation method improve the students' writing ability of descriptive text?
2. How is the students' response in writing descriptive text using dictation method?

### **1.3 Objectives of Study**

1. To find out how dictation method improves the students' writing ability of descriptive text.
2. To find out students' response in writing descriptive text using dictation method.

### **1.4 Scope of Study**

Considering the contextual information provided earlier, this study is confined to enhancing the writing skills of seventh-grade students at SMP Mayjend Sutoyo SM Medan through the utilization of the dictation method.

### **1.5 Significances of Study**

The result of the study are expect to give the following benefits:

1. For the students, The utilization of the dictation method in writing descriptive texts is anticipated to positively impact students' engagement and response in their English lessons, particularly in the context of writing descriptive texts.
2. For the teachers, The findings of the study are hoped to provide teachers with improved strategies for effectively teaching writing descriptive texts to their students, specifically through the implementation of the dictation method.
3. For the reader, The study is envisioned to serve as a valuable reference for readers interested in contemporary approaches to teaching writing, particularly focusing on descriptive texts.

### **1.6 Relevances Studies**

The review of the previous chapter presents several studies on the same topic, The Influence of Dictation Method on Students' Descriptive Text Writing Ability. In this study, the researcher cited several as comparison and reference material, such as:

- 1. Farida Hidayati, Ela Nurmala, Widiastuti Zulfa (2020) "The Influence of Running Dictation Method on Students' Descriptive Text Writing Ability SMA Negeri1 Jalancagak".**

The data gathered from both the pre-test and post-test underwent analysis using SPSS 22.00, while the information derived from the questionnaires was assessed through a Likert Scale. The outcomes of the Independent Sample t-test reveal that Sig = 0.006 and  $\alpha = 0.05$ , indicating that  $H_a$  is accepted since Sig <  $\alpha = 0.05$ . This suggests a significant impact of the running dictation method on students' ability to write descriptive text. The questionnaire results further affirm this, with a majority of students (82.4%) expressing positive responses towards the running dictation method for writing descriptive texts. This supports the assertion that running dictation proves to be an effective approach in teaching students to write descriptive texts, fostering enjoyment in learning and enhancing their interest in English, particularly in writing.

**2. Shofia Kamal, Abdul Basith (2023)** "The Effectiveness of Dictation Technique in Improving EFL Learners' Writing Skill a systematic review". This research is a qualitative systematic review that benefices meta-aggregation techniques. In addition, this study found that the most used dictation technique types are dictogloss. Then, the higher education level utilizes dictation techniques more often in comparison with the lower education level. Thus, the dictation technique can aid EFL classroom teaching and learning process in improving the learners' writing skills when it is implemented in appropriate and suitable teaching and learning environment. Lastly, this article provided suggestions for teachers, students, and future researchers concerning the importance of implementing dictation techniques in improving EFL learners' writing ability.