

# **THE USE OF DICTATION COMPOSITION (DICTO-COMP) TECHNIQUE TO DECREASE STUDENTS' ERRORS IN WRITING**

**(An Experimental Research for the First Grade Students at SMA Negeri 4  
Banda Aceh)**

## **THESIS**

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## **CHAPTER I**

### **INTRODUCTION**

This chapter reviews the background of study, the problems of study, the objectives of study, the scopes of study, hypothesis, the significances of study, and the definition of terms.

#### **1.1 The Background of Study**

Writing is a skill that requires students to share their idea that is according to their mind that aims to give the information or to communicate with other. For example, when their teacher asks them to write a text about their daily activities or events they have ever experienced like the activities they do while on vacation somewhere, they will write what is on their mind or write any sentences they know in English about the activities. However, writing down the sentence those are in their mind or only write something that according to their idea is not enough because they have to write the sentences correctly in terms of both grammar and other aspects in writing. Harmer (2004:33) stated that writing is very useful in preparation for some other activities to be undertaken, especially when students write sentences as opening of discussions. Therefore, in writing skill the students are required to learn more about how to produce a good and correct writing to be readable and easily understood by readers.

Writing is considered as a difficult skill to be mastered because this skill requires many stages that must be known in advance to master it. That assumption is supported by Myers (2005:2) stated that writing is a way to produce language

do naturally by the students when they speak. It means writing is a skill that can be mastered by students if they learn and try hard to improve their writing skills. When students are able to master writing skills, it will help them to build up their critical thinking, so they can interact with others in any condition easily because writing skill is so important for students in communicate same like the other skill.

Writing is a skill that has many types and processes that must be known and learned by the students. One type of text that students must learn in writing is descriptive text. According to Kurikulum 2013 (Edisi Revisi 2018), the first grade students of Senior High School are expected to be able to compose types of descriptive text. The students are expected to be able to describe the objects determined by the teacher through their writing and they are also expected to be able to understand the meaning contained in descriptive texts relating to tourist attraction. Thus the students are expected to improve their writing according to basic competencies in those indicators of syllabus in writing.

In this study, the researcher tries to focus on descriptive text because this material is in accordance with the syllabus that will be studied by the first grade students at SMA Negeri 4 Banda Aceh. The descriptive text also aims to make students think critically to give a clear and precise picture in writing and it can help the students to improve their knowledge and add their vocabularies because this text requires them to use more vocabularies such as nouns and adjectives when they write. Oshima and Hogue (2007:61) stated that descriptive is a word that can makes the readers imagine the object, place, or person in their mind. It

means that the descriptive text can makes who read the text as if they can really feel or see directly what is described by the students in the text.

In process of writing, there are some aspects that must be known and understood by students, such as content/ideas, word choice, vocabulary, grammar, and mechanics. They are should know these things because these are very important and have a big impact on the writing process. Each of these has their respective values and roles because the correct or incorrect writing of the students depends on each of these elements. In this research, the researcher only focuses on the students' grammar, word choice, and mechanics because the students usually often make errors in using those aspects when they wrote.

Errors are common mistakes made by students while they were writing because they do not know or do not realize it. This is natural for students because they may never learn it or even do not know it at all. Brown (2000:76) stated that error as noticeable deviation from adult grammar of a native speaker. It is often happens to the students because they may forget or do not realize the errors they made when they wrote. That is why the students have to learn more about grammar, word-choice, and mechanics because if the students can mastered it, so it will help them to reduce the potential of errors made by students in their writing.

Through the observation made, the researcher found that students of class X IS 2 at SMA Negeri 4 Banda Aceh most often made errors while they were writing were on grammar, word choice and mechanics. The researcher found that the students often made errors on the use of capitalization and they were often

confused with the use of period and coma in writing a sentence. They were also made errors on the use of apostrophe when they wanted to identify a noun in the possessive case. The students could not put the correct modals in their sentences. They were also made error in when they changed the irregular verb to verb two. Besides, the students have less vocabulary, so they cannot complete the text that the teacher asks them. They were also confused about how to put in the right words to complete the text they have written so that they only repeat the same words in a paragraph.

The problems faced by the students in learning writing are important to be solved. Therefore, the researcher decided that one of technique that can be used to solve the students' problems in descriptive text writing is dictation-composition (dicto-comp). Riley in Nation and Newton (2009:62) stated that dictation-composition is as follow.

“Dictation-composition is variation of dictation that is an easily prepared activity that can become a part of the regular classroom routine. To apply this technique, the lecturer or teacher will read a text to the class and then the students must write out what they understand and remember from the text keeping as closely to the original as possible and using their own words where necessary.”

It means that the students have to understand the main idea of the text that read by lecturer first because the choice of students' words or their vocabulary is also important in this technique. The students can write with synonyms or words of their own when they forget a few words to be able to finish the text so they have to write it at least more than a hundred words. It is a simple technique that can be used for beginner students, while for the level of difficulty the text to be assigned can be determined by the teacher depending on the level of student



ability. It will be able to help the teacher to know the level of student ability by reading out the text that was never read and heard by the students before.

In this case, the relevant study to support this research is the thesis by Yohana Chandria Wening Krisnanda (2004) in her thesis entitled *“The Effect of Using Dictation-Composition (Dicto-Comp) in Teaching Narrative Writing on The Students' Writing Achievement”*. After conducting her study, the writer found a flaw in the procedure of dictation-composition. She found that although dictation-composition helps the students to have free flow of idea during the writing process, dictation-composition does not give chance for them to use their own idea because the students' ideas are limited with the idea of the passage.

The other study that can support this study is the thesis by Rahil Adel and Mahmood Hashemian (2015) in their research with title *“Effects of Dicto-Comp and Dictation on the Writing Skill of Female Adult Iranian EFL Learners”*. Their research results indicated that the participants working in the dictation wrote more accurately than those who wrote in dictation-composition format.

The last research that can support this study is the thesis by Arin Rama Saputri (2018) in her research entitled *“The Influence of Using Dictation Composition (Dicto-Comp) Technique towards Students' Recount Text Writing Ability”*. After conducting the research, the writer found that the dicto-comp can improve the students' skill in integrative way and it can also help the students to develop short-time memory of students practice retaining meaningful phrase or whole sentences before writing them down.

Based on the previous research above, it is important to be conducted a new research design to improve the students' writing especially in descriptive text by using dictation-composition. Thus, researcher decided to conduct a research entitled, “*The Use of Dictation-Composition Technique to Decrease Students’ Errors in Writing*” to be an experimental research for the first grade students at SMA Negeri 4 Banda Aceh.

### **1.2 The problems of study**

1. What are the most errors made by the students after the dictation-composition technique implemented?
2. Does dictation-composition technique decrease the students’ errors in writing?

### **1.3 The Objectives of Study**

1. To determine the most errors made by the students after the dictation-composition technique implemented.
2. To find out whether dictation-composition technique decreases the students’ errors in writing.

### **1.4 The Scope of Study**

To simplify the study, the researcher limits the research on the using Dictation-composition technique and using the descriptive text as the type of writing to decrease students’ errors in writing. The aspects of writing that will be researched in this study are students' students’ grammatical errors, students’ word choice, and mechanical errors. This study is only focused on the students of class X IS 2 at SMA Negeri 4 Banda Aceh.

### **1.5 Hypothesis**

Ha: Dictation-Composition technique decreases students' errors in writing.

Ho: Dictation-Composition technique does not decrease students' errors in writing.

### **1.6 The Significances of Study**

The result of this study is expected to be used theoretically and practically:

a. Theoretically

The results of this study are expected to make the first grade students in SMA Negeri 4 Banda Aceh to be able in decreasing their errors in writing especially in their grammatical errors, word choice, and mechanical errors through the application of this technique. It is also expected to be helpful and will be a reference for the next researchers to use this technique and also can be a reading material for the researchers and additional literature in the library.

b. Practically

The results of this study are expected to be applied by teachers in teaching writing. The researcher hopes the teachers who use this technique in teaching process can help students improve their writing skill and can reduce students' errors in writing. Therefore, the researcher also hopes that this technique will be useful for Senior High School Students and English Department Students in STKIP Bina Bangsa Getsempena and for the other students who learn about writing skill.

## 1.7 The Definition of Terms

In this study, it is important for the researcher to make a clear assumption to support this paper, those are;

### 1. Writing

Writing is the teaching learning process to help students bring up their ideas that are in their minds in second language learning. Myers (2005:2) who said that “writing is a way to produce language you do naturally when you need to speak.” It means that the students can convey the messages or communicate easily when they are used to or master every words they write. But the students in the class X-IS 2 are still having difficulty to write. It is happen because they still do not know how to write without making errors and used the grammar, word choice, and mechanics correctly.

### 2. Descriptive Text

The descriptive text is something students use to describe their idea of an object into a text that consist of some paragraph. Thus the students of class X IS 2 can explain what they want to convey through writing that can make the readers feel and see what the students describe in their writing. According to Pharr and Buscemi (2005:136) the descriptive text is a powerful strategy one that allows the students to exercise a great deal of control over the readers’ perceptions. It means that by writing a descriptive text, the students can describe something to the readers and they also can invite the reader to read of something that is described by the students in accordance with the students wanted.

### 3. Dictation-Composition (Dicto-comp)

The main difference between standard dictation and dictation-composition is that in the students should remember a phrase of several words as accurately as possible, but in dictation-composition the students should remember the ideas in a text of more than one hundred words long and express them with their own words if necessary. Nation and Newton (2009:69) stated that the dictation composition is similar in application to the dictogloss technique, but it does not involve group work in its application. It is what makes this technique a little different from the dictogloss technique.

### 4. Writing Errors

Errors are things commonly made by students in their writing. It is usually make it easier for teachers to measure each student's ability to write paragraphs or texts. According to Sompong (2014:114) stated that errors are things that can tell the teachers how far students attain their writing. Errors also tell the researcher of how the language is learned or obtained by students, as well as what strategies or procedures students use to find their language. Errors are a strategy used by both students who acquire their mother tongue and by those who learn a second language. It can be regarded as a learning process of students in mastering a language.