

**THE USE OF DICTATION COMPOSITION TECHNIQUE TO  
DECREASE STUDENTS' ERRORS IN WRITING**

**THESIS**

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## THESIS

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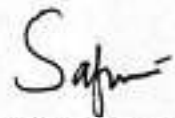
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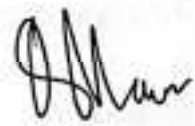
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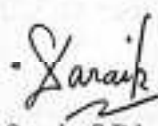
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## **ABSTRACT**

This study entitled: “The Use of Dictation Composition (dicto-comp) Technique to Decrease Students’ Errors in Writing”. The purpose of this study is to analyze the problem faced by students in writing and to analyze if the dicto comp technique can reduce errors in writing. The causes of problem and efforts to solve them. This research is a descriptive quantative study. Questionnaire and interviews were used as the instruments in data collection. The subjects of study were 10 students in the 3<sup>rd</sup> semester of Department of English, University of Muhammadiyah Aceh. The majority of students stated that they was had difficulties in writing English due to lack of knowledge of English word and vocabulary and their lack of understanding of English grammar was also influential. Factor that can reduce students’ errors in writing are: lecturers must motivate students to continue practicing reading and writing, then students must often learn about English grammar, when they are outside of the classroom by watching English film, listening to English songs and reading English books. By doing this, it is hoped that students’ errors in writing will decrease and gradually improve over time.

Keyword: writing, problem, solve.

## **CHAPTER I**

### **INTRODUCTION**

This chapter present general explanation and students' problem. Those are consists The Background Study, Research Question, The Objectives of Study, The Definition, The Significances of Study.

#### **A. The Background of Study**

Writing is a skill that must be mastered. whether it is as a means to share information, exchange opinions, convey criticism and suggestions and others, but in mastering the ability in writing, there are many factors that must be considered so that this is the reason why writing is one of the skills that are difficult to master, as we know in Indonesian writing there are rules that apply and must also be considered when student want to make an essay. scientific writings and works. examples such as punctuation, quotation marks, use of capital letters and others.

But besides the factors mentioned above, many students make mistakes in writing because writing and writing are different. because as we know in English when it's wrong to write a sentence or word, it's letters and others. then the meaning will be different because it is different in understanding who is able to remember and understand the pronunciation of the alphabet in English so that errors in writing words or sentences can be reduced. therefore students must master the ability to write because this ability will be required for other activities and needs.

In English itself there are also rules in writing or what is more often called grammar. grammar here applies as a means of assessing whether or not the writing that we have made is correct. Harmer stated that writing is very useful in preparation for some other activities to be undertaken, especially when students

write sentences as opening of discussions.<sup>1</sup> This is important because it can make it easier for students to provide ideas and can draw conclusions through their writing.

The reason of the research chose this title was because of experience when practiced field work at secondary schools, when the writer found problems with students understanding and choosing the right words and also in writing due to a lack of understanding and interest in English. the reason that makes it difficult for students to choose the right word is because the teaching system requires students to be able to evaluate material without being given sufficient explanation, then the author believes that students need the dictation method to make it easier to understand the material and to reduce student errors in writing and choosing the right word.

According to Meyers, 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.<sup>2</sup> This is important because as stated by Meyers that writing is a difficult skill to master due to several factors, so it can be concluded that mastering this writing skill can reduce errors in producing a written work, especially in English because student are not aware that they understand the rules and the correct way of writing so that mistakes in writing can be reduced and avoided.

In this study, the researcher tried to focus on grammar because grammar is very influential in writing because grammar contains rules and good and correct ways of writing activities. In this study, researcher tried to focus on grammar because grammar also helps students to know how to write well and correctly so that there are no mistakes in writing a paragraph so that by studying grammar it can reduce students' error in writing a paragraph.

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<sup>1</sup> Jeremy Harmer, *How To Teach English*. (England: Pearson Education, 2005), P. 33

<sup>2</sup> Alan Meyers, *Gateways Academic Writing* (New York: Longman, 2005), P. 2

Oshima 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.<sup>3</sup>

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 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 Study, the researcher focus 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 are 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. It 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.

Brown stated that error as noticeable deviation from adult grammar of a native speaker. It often happens to the students because they may forget or do not realize the errors they made when they wrote.<sup>4</sup>

The problems faced by the students in learning writing are important to be solved. Because of that, 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).

Nation and Newton stated "Dictation-composition is variation of dictation that is an easily prepared activity that can become a part of the regular classroom

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<sup>3</sup>Oshima Hogue, *Introduction To Academic Writing*, (New York : Pearson Education.2007). p. 63.

<sup>4</sup>Brown H.Douglas *Teaching by Principles An Interactive Approach to Language Pedagogy, 2nd Edition* ( New York: Longman, 2000), p. 76.

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.”<sup>5</sup>

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.

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<sup>5</sup>Nation Newton, *Teaching ESL/EFL Reading and Writing. ESL & Applied Linguistics Professional Series (online.)* ( Britania Raya : Routledge, 2005), .p. 69.

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 researchs above, it is important to be conducted a new research design to improve the students' writing especially in descriptive text by using dictation-composition. Therefore, researcher decided to conduct a research entitled, “*The Use of Dictation-Composition Technique to Decrease Students’ Errors in Writing*” to be an analysis research for students in English Departement of Muhammadiyah University.

#### **B. Research Question**

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

#### **C. 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.

#### **D. 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.<sup>6</sup> However in this study

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<sup>6</sup>Meyers, Alan . *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays*. : (New York : Longman.2005).p.2

the students 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 mean here is something students use to describe their idea of an object into a text that consist of some paragraphs.<sup>7</sup> it can explain what they want to convey through writing that can make the readers feel and see what the students describe in their writing. In this research descriptive text mean students are able to describe and explain their difficulties in writing in written form.

## 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.<sup>8</sup> The meaning of dicto-comp here is an explanation of the material and being able to rewrite in written form what has been explained.

## E. 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 students in English Departement of Muhammadiyah University 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 would be a reference for the next researchers to use this technique and can be a reading material for the researchers and additional literature in the library.

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<sup>7</sup>Donald Pharr And Santi V. Buscemi, *Writing Today, Context And Option For The Real World* (New York : McGraw-Hill Companies, 2005). P. 135.

<sup>8</sup>Nation, Newton. *Teaching ESL/EFL Reading and Writing. ESL & Applied Linguistics Professional Series online* ( Britania Raya : Routledge.2005), p. 69.

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 Students English Departement of Muhammadiyah University for the other students who learn about writing skill.

**F. Research design**

In this research, the researcher collected the data which containing some informations needed for the research. The data collected by using some methods that can be drawn from many sources either it would be the people or things. In getting the data, the researcher used the analysis research to analyze the students' writing errors of the students English Departement of Muhammadiyah University in text. According to Suharsimi Arikunto, descriptive quantative research method is "a method that aims to create an objective picture or description of a situation using numbers, starting from data collection, interpretation of data as well as appearance and result".<sup>9</sup>

The researcher used this method to describe how the use of dictation-composition technique in reduce the students writing errors in grammar and word choices.

**G. Data collection**

**a. Questionnaires**

In this research, the researcher used questionnaire method. according to Sugiyono the definition of a questionnaire is a data collection technique carried out by asking questions or written statements to respondents to be answered. The researcher used opened questionnaire and it contains 10 questionnaire.

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<sup>9</sup>Arikunto. *Suharsimi Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta : PT. Rineka Cipta : 2006.) P. 125

## **b. Interview**

In this study the writer conducted interview to the lecturer. According to Estenberg and Sugiyono (2015) an interview is meeting conducted by two people to exchange information or idea by means of Javanese questions, so that it can be reduced to a conclusion or meaning in particular topic<sup>10</sup> There were 10 question to respective in order to reach the result. The interview is to find data about the effect of dicto-comp in reducing students' error in writing, the causes of problems and the ways to solve them from the lecture's point of view.

## **H. Data Analysis**

To analyze the data, the writer used The technique of data analysis by , giving questionnaire to students and collecting documents of the data and processing of data. Secondly, categorizing of data into concepts . Thirdly, connecting of data to show one concept may influence another. Fourthly, evaluating altenaltive explanations and the fifthly is representing and reporting the findings " In the context of this research, the writer delivered the data of Questionnaires and written students' answer, then the writer procesed the data from three instruments descetely and in details . For next step, the writer analyzed them by using categorization into themes of the students' skill, evaluation, and report .<sup>11</sup>

## **I. Population and Sample**

### **a. Population**

Population is the whole of the subject study. According to Sugiyono "population is the region consisting of object generalization or subjects that have a certain quality and characteristics are determined by the conclusion".<sup>12</sup> It means

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<sup>10</sup> Esterberg and Sugiyono. *Introduction to research in education. (California. 2015) P. 3*

<sup>11</sup> Techniques of Qualitative Data Analysis " , Miller , [www.sagepub.com/upm-data/43454\\_10.pdf](http://www.sagepub.com/upm-data/43454_10.pdf) , retrieved on february 3 , 2016.

<sup>12</sup> Sugiyono *Metode Penelitian Kombinasi (Mixed Methode). (Bandung: Alfabeta. 2013), P. 113.*

that the population is the overall subject that will be researched by researcher related to the title taken by the researcher.

**b. Sample**

Sample is a portion of the population or main subject to be researched by researcher. Sugiyono said the sample is part of that population.<sup>13</sup> For sampling, The researcher chose purposive sampling because in this study not all of the population could be sampled because in this study there were several special criteria so that they could be sampled to get accurate data results.

The researcher uses purposive sampling and for the sample is taken from students in English Departement of Muhammadiyah University at the third semester and a lecturer of writing class. The students which consists of 10 students.

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<sup>13</sup>Sugiyono., *Metode Penelitian Kombinasi (Mixed Methode)*. (Bandung: Alfabeta, 2013) .p. 120.

## CHAPTER II

### LITERATURE REVIEW

This chapter presents literature review that consists of some theories. Those are consists the definition of writing, the process of writing, the types of writing, descriptive text, definition of errors, types of errors and dictation-composition.

#### **A. The Definition of Writing**

Writing is a skill that is used as a means of communication indirectly. It is called as an indirect communication tool because students will convey all the ideas and whatever is in their minds through their writing. Writing is something that may be successful if students have understood what they will write so the readers can understand the meaning and purpose of their writing.<sup>14</sup> It means that before writing down what are in their minds, students must arrange words that they will write well first. It needs to be done so that no errors in the writing that they will produce.

Writing is one of the productive skills that must be mastered by the students besides the other language skills. According to Mansoor writing is the most important thing for students to be able to share ideas and also generate feelings or convince readers through their writing.<sup>15</sup> It is important that students be able to communicate and share about the things they want to convey to others

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<sup>14</sup>Nation, I. S. P. and Newton, J. *Teaching ESL/EFL Reading and Writing*.ESL & Applied Linguistics Professional Series (online).(Britania Raya: Routledge. 2009)

<sup>15</sup> Mansoor, F. and Rahimi, A. H.*The Effect of Concept Mapping Strategy on the Writing Performance on EFL Learners*.*Journal of Academic and Applied Studies*, (online).Vol. 1.No. 5. (<http://www.academians.org>. Accessed April 12, 2018)

through their writing. Especially communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so that is why writing is always based in thought.

In addition, Nunan stated that writing is a process that requires students to create or bring out their ideas, making students thinking critically about how to convey their ideas in a sentence or paragraph well. It shows that in writing process, it takes a lot of effort for students to be able to produce a writing that is more organized and can be said to be good reading.<sup>16</sup> Therefore, writing is always said to be one of the skills that is difficult for students to master in learning a foreign language.

Writing skill also can be defined as a tool to communicate all the ideas or imaginations into the form of structured pattern so that the readers may understand what the students' mean in their writing. In the other hand, Langan argued that writing is not a skill that can be mastered by the students naturally.<sup>17</sup> It means that the writing is a skill that needs to be learned first to master it well. For example like someone who has to learn cooking before she/he can cook a delicious food. So that is why in writing the students need the learning process gradually to master it and then can produce a good writing.

Based on the theories above, it could be conclude that writing can be the tool for the students to communicate with other people. In the other hand, writing

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<sup>16</sup>Nunan, D. *Practical English Language Teaching*. (New York: McGraw Hill.2003). p. 88

<sup>17</sup>Langan, J. *College Writing Skills with Readings*. (New York: McGraw Hill. 2008). p. 13

is the skill that can help the students to build up their critical thinking and make them more easily in share their ideas and their opinion.

## **B. The Process of Writing**

The process of writing is something that the students have to do to produce the writing. According to Dietsch, classified the process of writing into four stages that can be observed, they are pre-writing, drafting, revising, editing and publishing.<sup>18</sup>

Pre-writing is the first stage of the writing process, this stage including what will be written first whether it is a topic of writing or the other. According to Miller “Prewriting is the stage of the writing process during which you transfer your abstract thoughts into more concrete ideas in ink on paper (or in type on a computer screen)”.<sup>19</sup> It is the step where the students can determine what theme they will use in their writing. In this stage students can design what they will produce in their writing.

The second is drafting. It is the step where the students starts putting their ideas of thought into a sentence or paragraph. According to Richards and Renandya when the students have found ideas, then the first attempt at writing that is drafting will be easier.<sup>20</sup> It can be said that in this step, the students can distribute all their ideas and make the texts that focus on a predetermined topic so

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<sup>18</sup> Dietsch, B.M. *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook*. (New York: McGraw-Hill, 2006). p. 10

<sup>19</sup> Mc Lean, S. *Successful writing.V.1.0*. Flagstaff's Department of English in the area of Professional Writing. 2012.

<sup>20</sup> Richards, J. C., and Renandya, W. A., *Methodology in Language Teaching*. (Cambridge: Cambridge University Press. 2010) p. 13.

that their writing is more directed and the reader can understand the purpose and what is presented in the writing.

The next step is revising. According to Nation stated that “this is done to check what ideas have already been included in the writing, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors.”<sup>21</sup> It is the next step that have to use by the students in finishing their writing. An important part of the writing process is looking back over what has been written them. In which case the students will need to review, modifies, and refines their writing in accordance with what is planned before the writing process begins and this step also serves to reduce writing errors by the students.

Moreover, the students should edit their writing first before they publish their writing. Editing can be said is the last stage done in writing process before publishing. Nation stated that editing involves the students to rewrite and make changes to the organization, style, grammar and lexical accuracy, and conformity.<sup>22</sup> If previously revising done by the writers to review and modify the writing, then editing is the final stage to ensure that the writing is correct and appropriate so it is worth to read because the function of editing is to finishing and fix the writing after revising done. Editing can be said is the last stage done after passing the previous revision.

The last step is publishing. It is last stage in writing process. When someone completes their writing, the last thing they have to do is publish their

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<sup>21</sup>Nation, I. S. P. and Newton, J. *Teaching ESL/EFL Reading and Writing .ESL & Applied Linguistics Professional Series* (online).(Britania Raya: Routledge. 2009)

<sup>22</sup>Nation, I.S.P. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge. 2009). p. 120.

writing to be read by others. Therefore the content in their writing is very important, because their writing should be easy and feasible to be read by the public. In teaching learning process of writing, for the publishing stage usually after writing, the teacher will ask students to read their writing each in front of the class.

### **C. The Types of Writing**

The types of writing activities to perform writing should be based on the students' level and capacity. According to Brown stated that there are the writing types that can be listed under four broad headings. First type is imitative writing (writing down). This category includes the ability to spell correctly. The students have to attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. The second type is intensive writing (controlled). In this category, most assessment tasks are more concerned with a focus on form, and rather strictly controlled by the text design. The students have to attain skill in producing appropriate vocabulary within a context, collocation, idiom and correct grammatical features up to the length of a sentences. Third type is responsive writing. This level requires the students to perform a limited discourse level, creating logically connected sequence of two or three paragraphs. It is more focused on the discourse convention that will achieve the objective of the written text. It has strong emphasis on context and meaning. The last type is extensive writing. Extensive writing implies successful management of all the process and strategies of writing for all purposes, such as an essay, a term paper,

etc.<sup>23</sup> Therefore, the students need to focus on achieving purpose, organizing and developing ideas logically, using details illustrate ideas, demonstrating syntactic and lexical varieties in their writing.

From the vary types above, the researcher concluded that there are many types in writing that must be known by the students. For this study, the researcher will choose the imitative writing to be compared with the descriptive text because this type of writing is the most suitable with the research to be done.

#### **D. Definition of Errors**

Students' errors are caused by a lack of student knowledge or students' ignorance of the target language so they do not know and do not realize of what is wrong in their writing and the students cannot correct the errors themselves. Harmer stated that mistakes are an Interlingua part of continuous students and they do gradually to facilitate them in full mastery of the second language. It requires teachers to explain to students what errors they have made. Therefore students who make errors will need teachers to teach them so that they can reduce the errors they make when they wrote.<sup>24</sup>

Based on the explanation above, it can be concluded that the error is something that can be done by students in every teaching and learning process. It is because they are still confused because of the influence of the first language in their second language learning. As well as environmental factors that also greatly

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<sup>23</sup>Brown, H. Douglas. *Language Assessment: Principles and Language Practices*. (New York: Pearson Education Inc. 2004). P. 220

<sup>24</sup> Harmer, J. *The Practice of Language and Teaching*(Third Edition), (online). ( New York: Pearson education limited. 2001). P. 34

affect their learning process so that it does not allow them to overcome the errors they make in writing. Therefore, it is something that requires students to need a teacher to teach them how to correct the errors in writing to make their writing clearly.

#### **E. Types of Errors**

Error is something that always happened for the students when they write a paragraph or essay. It is happen because English is their second language, so that is difficult for them to write without make errors. Errors usually done by students vary depending on aspects they do not know or understand. In this study, researchers will analyze some aspects of error that are some aspects of errors in writing that usually occur frequently in students' writing, such as mechanical errors, grammatical errors, students' choice of words.

#### **F. Grammatical Errors**

Grammar is the study of how words come together to form sentences. Categorized by meaning, form, and function, English words fall into various parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles, and interjections. It is will more clearly if the students understand how each of these parts of speech operates in a sentence. The students usually made errors in those parts of speech in writing.

In this study, the researcher classified the most errors made by students in grammar are tense, pronoun, articles, word-order and preposition.

a. Tense

Tense is a verb that shows the time action such as present tense, past tense, and future tense. Error in tense is usually occurs frequently in students' writing. They are usually write using the incorrect tense. For examples, they write the present tense sentence using past tense.

b. Pronoun

Pronoun is used to refer to nouns that have been mentioned or to nouns that do not need to be specifically mentioned. Error in pronoun is usually occur in students' writing because the students have difficulty in using and distinguishing types of pronouns that are in accordance with their functions in the sentence. The type of pronoun consists of: personal pronouns, possessive pronouns, reflexive pronouns, demonstrative pronouns, relative pronouns, interrogative pronouns, indefinite pronouns, and reciprocal pronouns.

c. Articles

Article is a word used to clarify the meaning of nouns or adjectives used in sentences. Article consists of *the*, *a*, and *an*. Article *the* is referred to as the definite article. It is usually used to refer to things that are clear and have been explained before. Article *a* and *an* are called indefinite articles in sentences. It refers to an explanation of singular object. Errors in article occur because the students did not use articles when they are supposed to use them.

d. Word-order

Word-order is a complete arrangement of words. Namely consists of subject, verb and object. If the wording in the sentence is complete, then an adverb of place or time is added if needed. Error in word-order occur because the students are write the text incompletely.

e. Preposition

Preposition is a word used to describe verbs, nouns and adjectives used in sentences. The preposition consists of preposition of time, preposition of place and position, and preposition of movement. Errors in preposition occur because the students still feel confuse in using the right preposition into the sentence.

**G. Students' Word Choice**

Errors in word choice is usually occurs frequently in students' writing, consisting of adjectives, nouns, and verbs. For examples a word that sounds exactly like another word with a different meaning. Word choice errors can also be made because words or phrases spoken incorrectly are spoken and sound similar to other words or phrases with different meanings. In addition some students are not too mastered a few words so they are often confused in completing the task given by the teacher. It is the most things that make students often do wrong in their word selection.

## **H. Mechanical Errors**

Mechanical errors in general involve the errors of spelling, punctuation, and capitalization.

### **a. Spelling Errors**

Spelling errors usually can make it difficult for the reader from understanding what the writer is trying to say. Spelling is irregular that even native speakers have a problem with it. Many English words are difficult for students to remember so they are hard to spell and this has become a big problem for language learners. In English language, there are some words that the pronunciation sounds the same so this can cause the students to make misspellings in writing. It is not an easy thing for students to write spelling correctly. However, writing spelling well is something that cannot be ignored and it is the most important thing they need to know so that they do not keep making errors in writing.

### **b. Capitalization Errors**

Capitalization errors are the most common thing done by writers because they feel that thing is not have a big effect on their writing. For the second language students, they often make errors on capitalization because they do not realize it or do not know. However, not a few of them deliberately ignore it. Capitalization is not only used in the beginning of a sentence, but also used to mention places, names, places, and others. It is what makes students confused about using capitalization because most of them do not know where and when to put the correct capital letters.

### c. Punctuation Errors

The most serious punctuation errors are made not only by the second language students, but by native speakers too. These errors are due to the lack of a clear understanding of what a sentence is, and they result in fragments (incomplete sentences) or (sentences that do not end when they should). They usually always find it difficult to use the punctuation marks. Punctuation errors are often done students usually on the use of full stop, commas, and semicolons. Students often forget to use full stop at the end of a sentence, but they use a comma to end the sentence. This is an important thing to be noticed by teachers to reduce students' errors in the use of punctuation.

### I. Dictation-Composition

Dictation composition is a simple technique that teachers can use in teaching. This is a technique that requires the students to write what the teacher reads a maximum of three times. Before the text is finished reading by the teacher, the students are not allowed to write the text. According to Nation and Newton (2009:62) stated that the dictation composition is a variation of a dictation that is an easy to prepare activity that can be part of regular classroom routines.

Dictation-composition is a simple technique that can be used by the teacher to guide the students in writing. According to Nation and Newton (2009:85) in the dictation-composition, the students have to remember the ideas in a text of more than one hundred words long and express them in the words of the original or in their own words. It means that this technique can help the teacher to easier in teach writing for the students to develop their ideas and their critical

thinking in writing skill. Through this technique, the vocabulary of students and also the grammar of student writing will increase and develop as it is the goal of the dictation-composition technique.

Based on the explanation above, the researcher concluded that dictation-composition technique is the technique that more simple than the other technique. It can help the students to express their idea because they have to use their own words to complete the text that was read by the teacher. The most important thing is that students have to remember the main idea of the text that the teacher reads so they can write it easily even if they forget some words from the text.

Another explanation of dicto comp is a technique that makes it easier for students to rewrite words or sentences in text form. This technique can also strengthen students' memories because what is read by the teacher is of short duration and requires students to be able to rewrite after the teacher stops reading words or sentences. even though the teacher will repeat sentences that the students did not have time to hear to rewrite,

**a. Example of Dictation :**

Basically the explanation of descriptive text is a text that aims to explain, describe, or describe something. This something can take any form, be it an animal, object, location, and so on.

Usually descriptive text is characterized by the use of the easy tense and focuses on one specific object. The object is then discussed again in more detail in the descriptive text. Then what's the difference with recount text?

At a glance, you will see examples of recount text, which then retell stories that happened in the past, using the easy past. While descriptive text describes something in more detail. Descriptive text can also mean:

1. Descriptive text provides information about how something or someone looks, this text uses words to describe what something or someone is like.
2. Descriptive text also provides facts about how Indonesian is actually used according to the rules and how this text should be used.

#### **b. Rules of using dictation**

There are some rules according to Ilson and Riley :

- a) Teacher reads and repeats if necessary.
- b) No note-taking.
- c) Student begin writing when the teacher finish reading for the final time.
- d) Student must fill-in gaps in short-term memory when writing.
- e) Student get practice in three of four domains.
- f) Teacher can give learners an outline and/ or key vocabulary as scaffolds.

#### **c. Advantages of Using Dicto-Comp Technique :**

There are some advantages of dicto-comp, according to Nation and Bashiruddin these are the advantages :

1. Challenging, student hears the passage only twice and have to use their own knowledge of language to rewrite it.
2. Students focus , focus on language accuracy as well as meaning

3. Dicto-comp not only requires the students to write but demand careful listening and retention of the material read out.

From the explanation above the writer concludes that dictation composition (dicto- comp) can make the students challenging, because in dicto-comp not only requires the students to write but also demands careful listening and retention of the material read out. It involves the students' ability to listen carefully, to summarize, and elaborate, and also can increase their writing ability

## 2.8. Writing Rubric Assessment :

according to Heaton there are the rubric :

| ASPEC                          | CRITERIA                                                                                                                                                                            | SCORE   |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Content</b><br><br>(15 -30) | Topic is clear, story is interesting and original, supported by evidence and facts, complete, detailed, complete, contains value/there is deep reflection, can provide new insights | 25 - 30 |
|                                | Topic is clear, story is interesting and original, supported by evidence and facts, but incomplete, not detailed, incomplete, and of little value                                   | 20-24   |
|                                | Stories are uninteresting, stories are fictional, are not given factual evidence, are not detailed, are incomplete, and are of no value.                                            | 15-19   |

|                                    |                                                                                                                                                                                           |         |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Organization</b><br><br>(10-20) | Patterned: there is an introduction, content, closing, ideas are limited in paragraph units, delivered with a pattern of time and place sequences                                         | 16-20   |
|                                    | There is an introduction, content, but no closing, there are paragraphs containing two main ideas, the pattern of time and place sequences is sometimes irregular.                        | 13-15   |
|                                    | The essay is not organized at all, it does not have a clear introduction, contents, closing, does not use the order of time and place.                                                    | 10-12   |
| <b>Vocabulary</b><br><br>(15-30)   | Cohesive and coherent paragraphs, effective and communicative sentences, standard sentence structure, precise and varied diction, unambiguous meaning, proper application of conjunctions | 27-30   |
|                                    | There are several paragraphs that are not cohesive, there are sentences that are ineffective and ambiguous, the diction is in the wrong context, the use of conjunctions is wrong         | 21 - 26 |
|                                    | Many paragraphs are not cohesive, many sentences are ineffective and ambiguous, many dictions are in the wrong context, many conjunctions are used incorrectly                            | 17 -20  |
|                                    | Paragraphs are not coherent, sentences are not effective, most of the sentence structure is wrong, diction is very limited and there                                                      | 15 -16  |

|                                  |                                                                                                                                                                                                 |        |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                                  | are many wrong contexts, conjunctions are not used correctly.                                                                                                                                   |        |
| <b>Punctuation</b><br><br>(8-20) | There are no spelling errors at all, if the handwriting is neat and legible, there are no typos, the selection of the type and size of the letters is appropriate, the margins are very fitting | 17-20  |
|                                  | There are some spelling errors, handwriting is neat, there are some typos, typesetting, font size, margins are just right                                                                       | 13-16  |
|                                  | Lots of spelling mistakes and typos. Handwriting is not neat. Inconsistent type, font size and margins.                                                                                         | 10 -12 |
|                                  | Ignores spelling, very sloppy handwriting, lots of typos, arbitrary selection of type, size, and margins                                                                                        | 8-9    |
| Total                            |                                                                                                                                                                                                 | 100    |

## **CHAPTER III**

### **RESULT OF RESEARCH**

This chapter focuses on The Description of University, Data Collection Techniques, Data Analysis, Discussion and Findings.

#### **A. The Description of University**

The establishment of the University of Muhammadiyah Aceh has a positive impact on the community and helps student from digging knowledge. The establishment of University of Muhammadiyah coincided in 1987, the University of Muhammadiyah Aceh was private college located in the middle of the city of Banda Aceh. At present the Muhammadiyah Aceh University has been accredited and recognized by the Ministry of Research furthermore, there are several faculties in the University of Muhammadiyah Aceh, one of them is faculty Islamic study. Faculty of Islamic study, itself has five majors. Focuses on the graduation of qualified new teachers to able to contribute to the country and create intelligent disciples and make the name of the nation later.

#### **B. Data Collection Techniques**

Data collection is the process of gathering quantative and qualitative information about certain variables with the aim of evaluating the result of the collection of insights that can be followed up. Good data collection requires a clear process to ensure that the data will be collected clean, consistent, and reliable. The data in this study was collected using two instruments namely questionnaire and interview.

#### **a. Questionnaire**

Questionnaire is a written message used to get information from respondents about her/him or something that students know, this is used to find out the problem faced by students and also can do alternative problem solving the student face. The students were asked to fill the questionnaire. Based on the problems that students face in English writing. The aim is to determine the most dominant problems were faced by the student in English writing.

#### **b. Interview**

Interviews were conducted not only to find out the answers, responses and comments of the study, But also to determine the problems and needs of students who were experienced in term of English writing it could be input in the development of student learning to decrease error in writing.

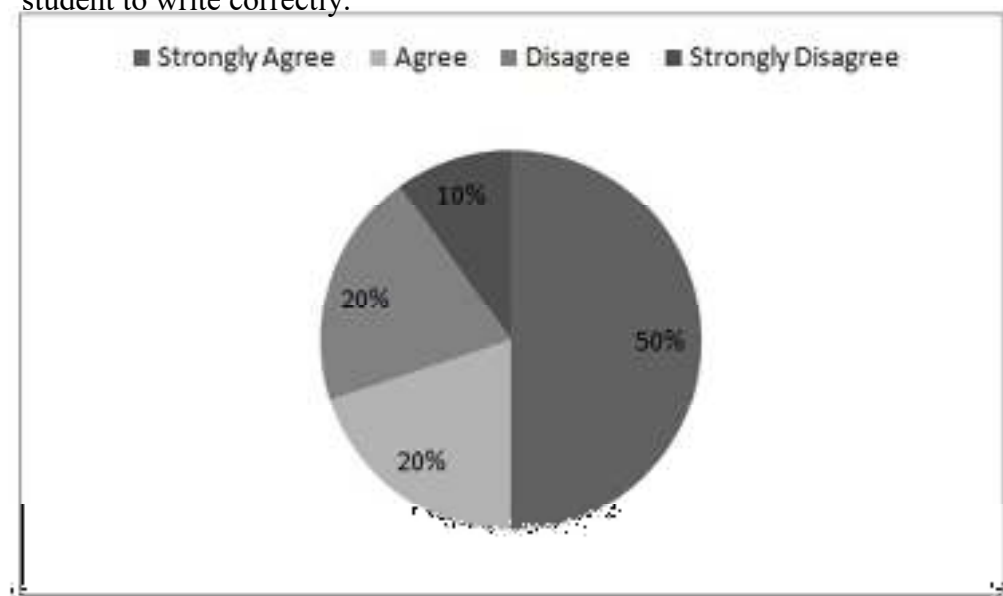
### **C. Data Analysis**

Data analysis method is used to analyze validity and reliability of questionnaires and interview. Data analysis in this study used descriptive analysis. The author gathered data from the questionnaire and interview. The result of the questionnaires are consolidated as well as the results of the interview. For next data, it was transcribed to find clear ideas from participants interviewed. After all data transcriptions were obtained, the author will analysed by describing and categorizing the contents of interview script. The data then summarized in data tabulation qualitatively.

**a. The analysis of Questionnaires**

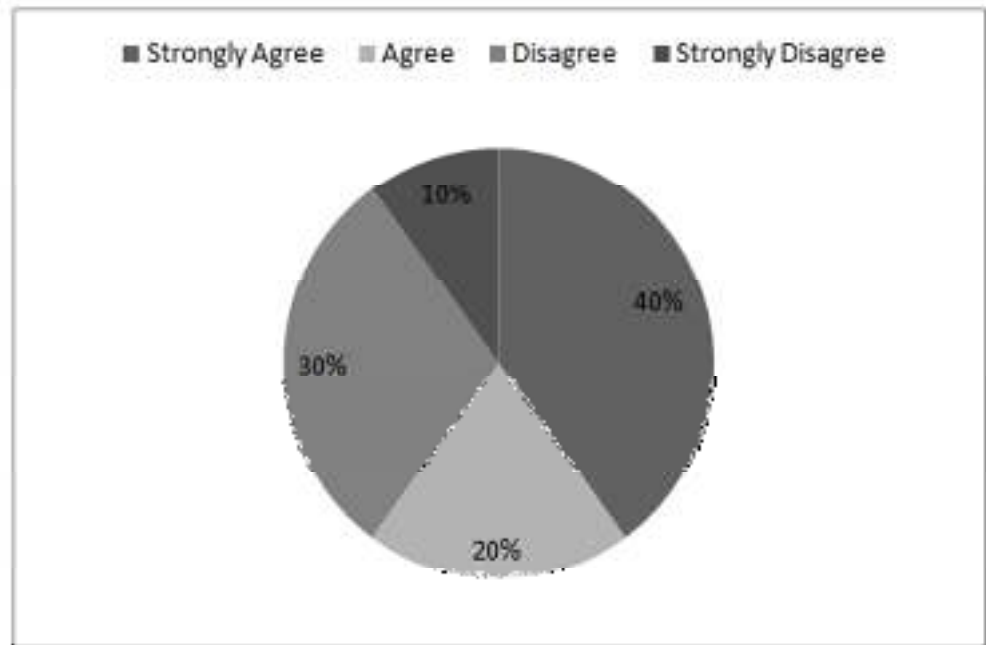
The following is analysis of the questionnaires were given to the participants of the research, there were 10 questionnaires.

1. The difference of pronunciation and writing in English difficult for student to write correctly.



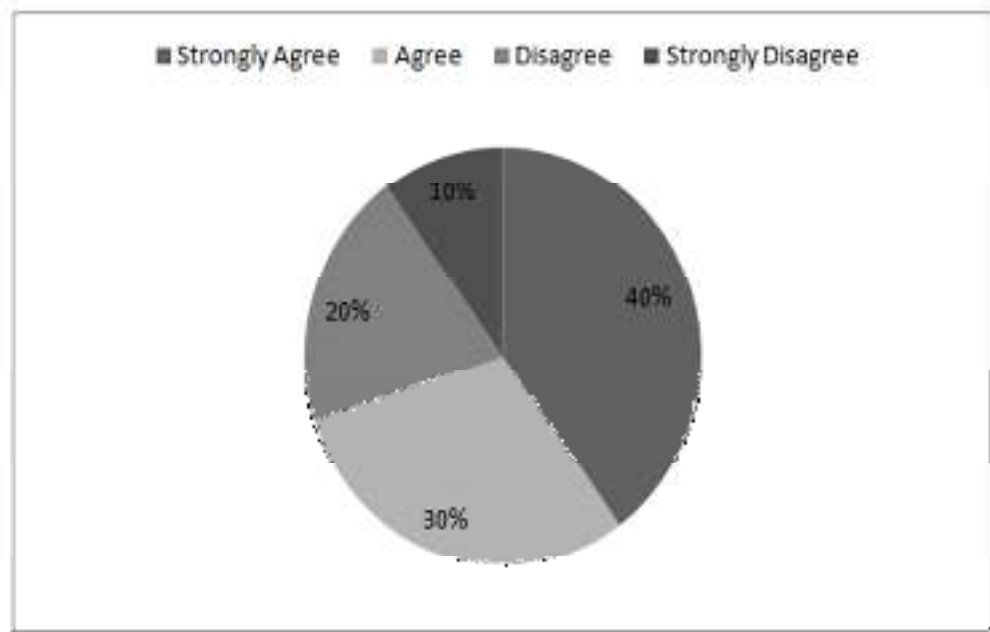
The first pie chart shows that 50% of the number of students agree in the difference of pronunciation and writing in English difficult for students to write correctly, the second position of 20% of students disagree and the third position of 20% strongly disagree which student face, and 10% in the last position strongly agree. The percentage of differences pronunciation and writing, The pronunciation and writing is different in English which makes some students difficult in writing.

2. Dicte can reduce students' errors when writing with repeated words.



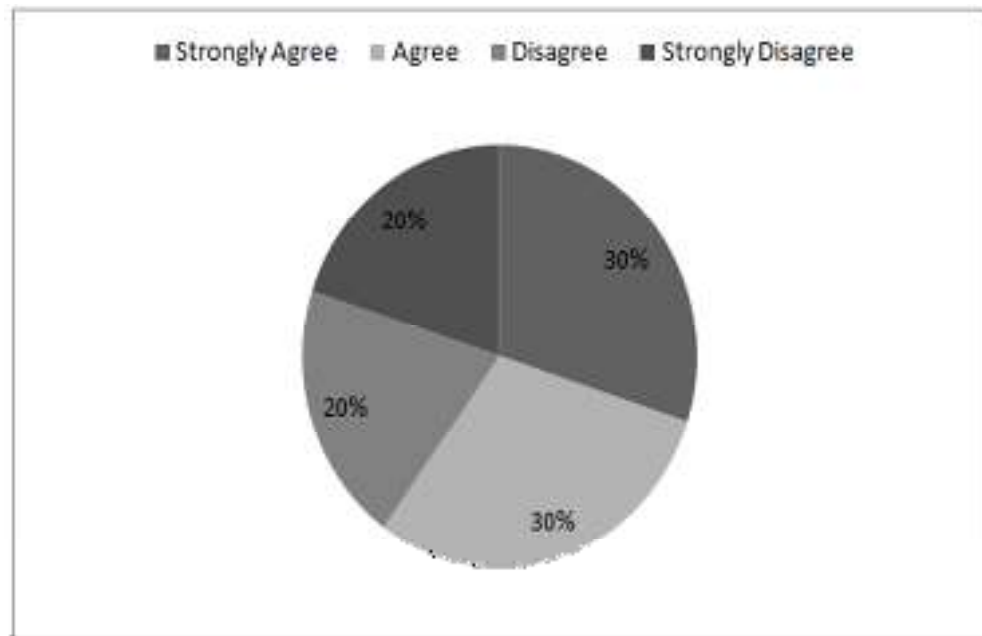
The second pie chart shows that 40% of the number of students strongly agree with Dicte can reduce students error when writing with repeated words, the second position of 30% of students disagree and the third position of 20% agree which student face, and 10% in the last position strongly disagree. The percentage of Dicte can reduce students' error when writing with repeated words. From this percentages of respondents stated strongly agree with this statement.

3. Training memory with dictation when writing words by lecturer can reduce errors in writing.



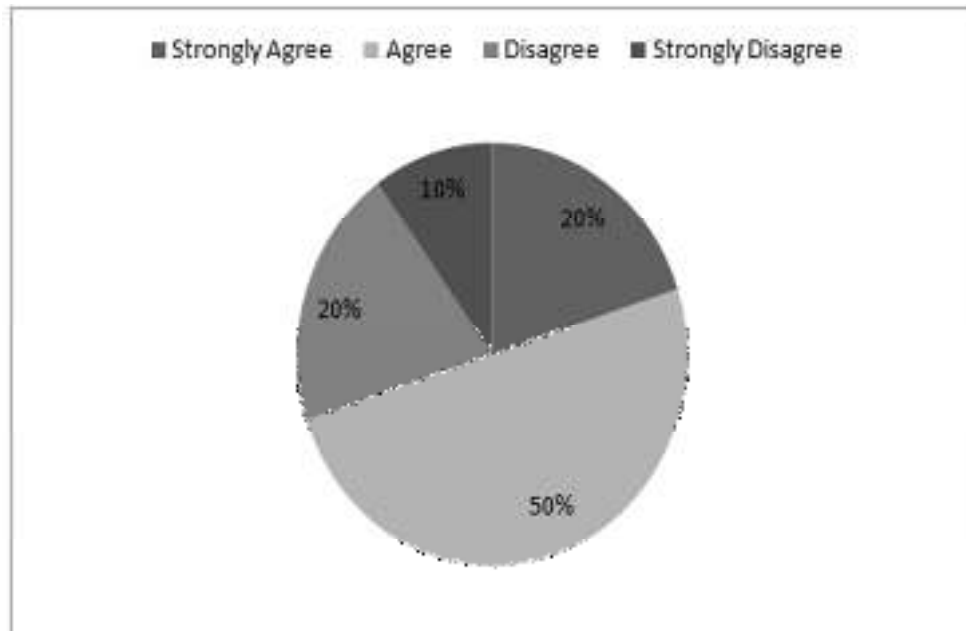
Next pie chart shows that 40% of the number of students strongly agree with training memory with dictation when writing words by lecturer can reduce errors in writing, the second position of 30% of students agree and the third position of 20% disagree which student face, and 10% in the last position strongly disagree. the percentage of training memory with dictation when writing words by lecturer can reduce errors in writing, from this percentages of respondents mentioned strongly agree with this statement.

4. English words with the same pronunciation but different writing make it possible for student to make mistake in writing.



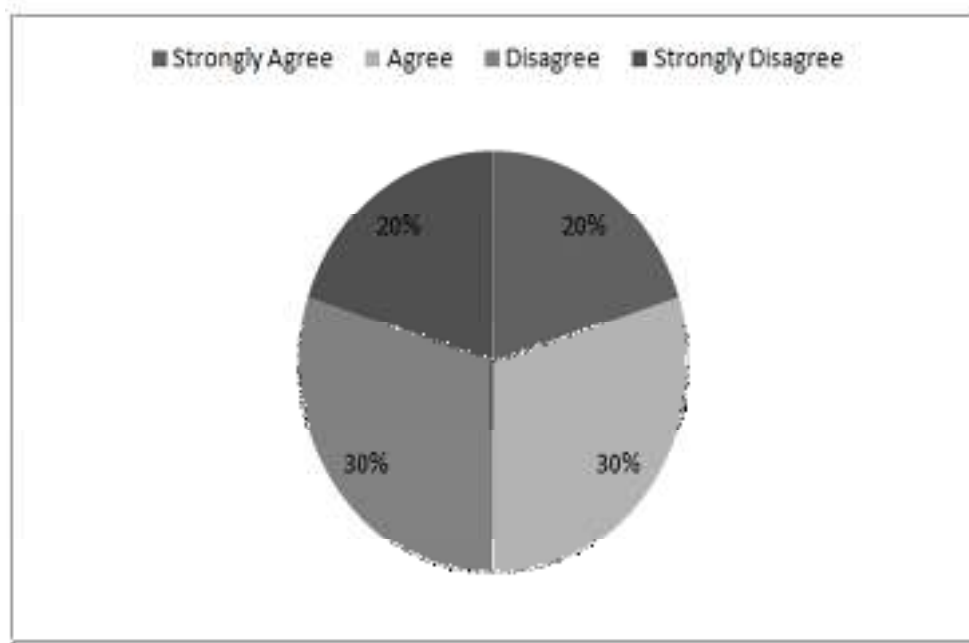
The fourth pie chart shows that 30% of the number of students strongly agree with English words with the same pronunciation but different writing make it possible for student to make mistake in writing, the second position of 30% of students agree and the third position of 20% disagree which students' face, and 20% in the last position strongly disagree. The percentage of English words with the same pronunciation but different writing make it possible for student to make mistake in writing. Some Respondents agree and strongly agree with this statement.

5. Improving listening skills through dictation can make it easier for student to choose the right words



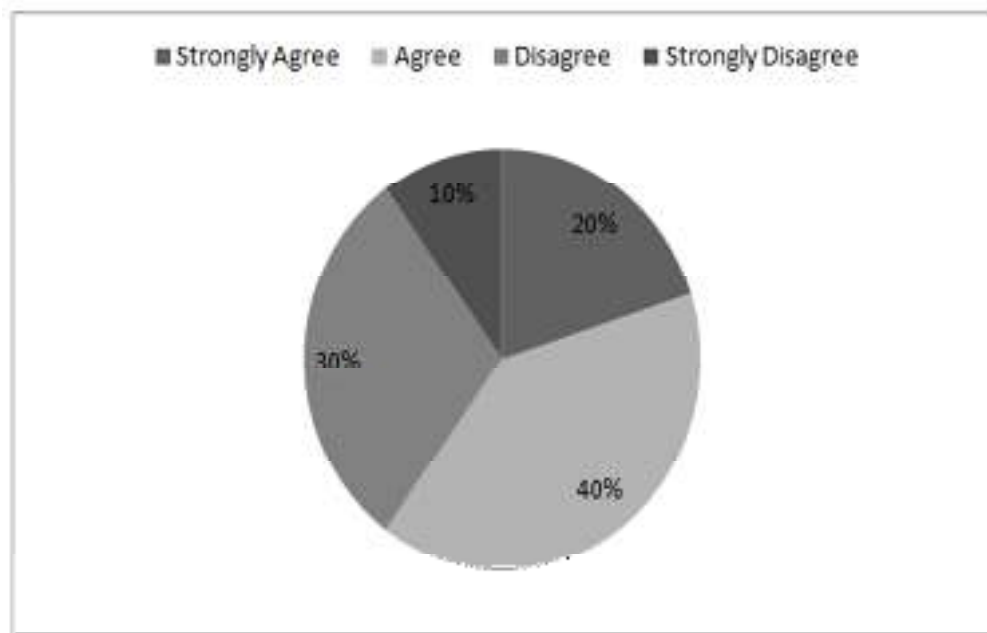
On this page pie chart shows that 50% of the number of students agree with improving listening skills through dictation can make it easier for student to choose the right words words, the second position of 20% of students strongly agree and the third position of 20% disagree which student face, and 10% in the last position strongly disagree. the percentage of improving listening skills through dictation can make it easier for student to choose the right words. From this percentages of the respondent said agree with this statement.

6. The lack of interest in reading in English can make it difficult for students to write words that are dictated.



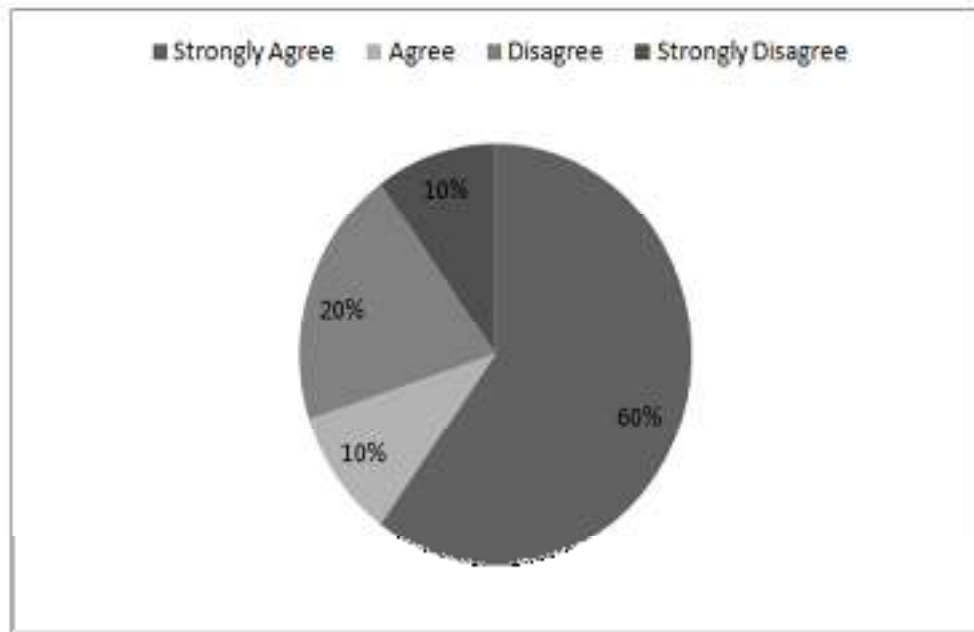
In statement number 6th pie chart shows that 30% of the number of students who agree with the lack of interest in reading in English can make it difficult for students to write words that are dictated, the second position of 30% of students disagree and the third position of 20% strongly agree which student face, and 10% in the last position strongly disagree. the percentage of the lack of interest in reading in English can make it difficult for students' to write words which dictated. From this percentages, the respondents stated agree with this statement.

7. Getting used to reading and listening to English words and sentences helps students in writing words that have been dictated by the lecturer and reduce writing error.



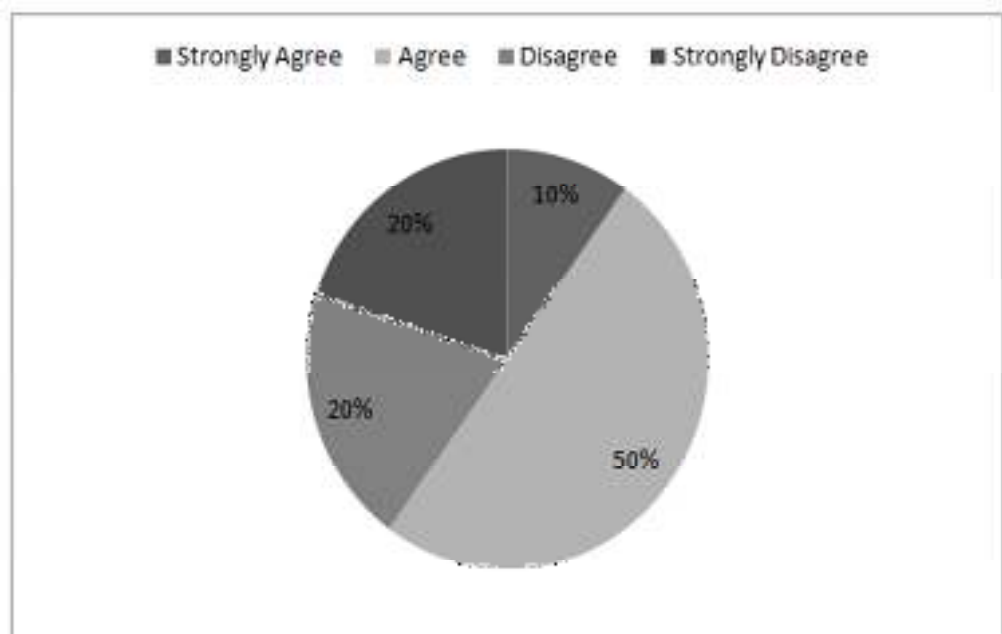
In this page's pie chart, the seventh shows that 40% of the number of students who agree with getting used to reading and listening to English words and sentences helps students in writing words that have been dictated by the lecturer and reduce writing error. The second position of 30% of students disagree and the third position of 20% strongly agree which student face, and 10% in the last position strongly disagree. The percentage of getting used to reading and listening to English words and sentences helps students in writing words that have been dictated by the lecturer and reduce writing error. From this percentages, the respondents stated agree with this statement.

8. The presence of similar words is one of the factors that allows students to make mistakes when words dictated by the lecturer.



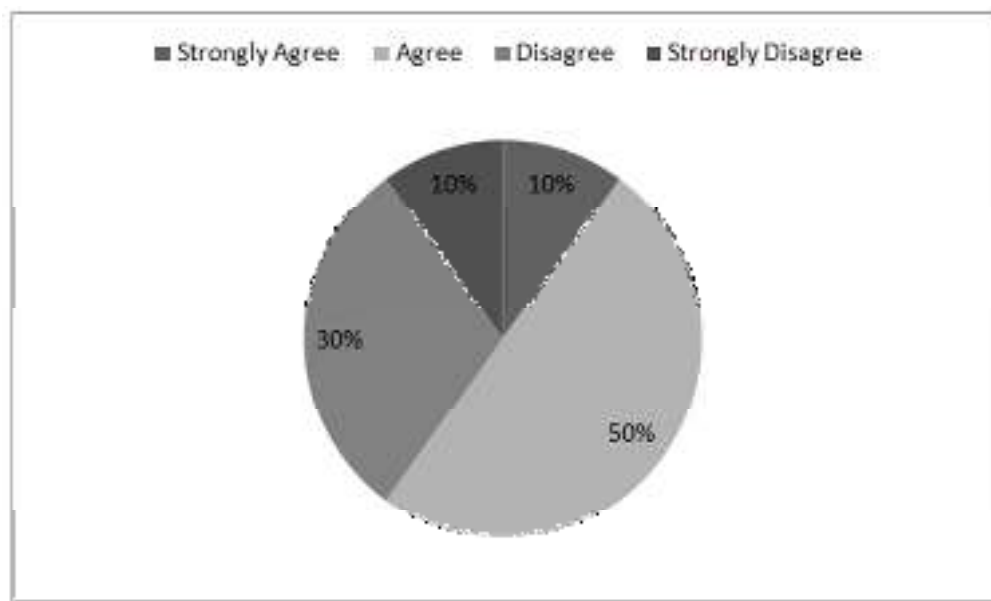
Pie chart of number 8th shows that 60% of the number of students who strongly agree with the presence of similar words is one of the factors that allows students to make mistakes when words dictated by the lecturer, the second position of 20% of students disagree and the third position of 10% agree which student face, and 10% in the last position strongly disagree. the percentage of the presence of similar words is one of the factors that allows students to make mistakes when words dictated by the lecturer. From this percentages. the respondents said agree with this statement.

9. Listening to songs and watching English movies often makes it easier for student to write words dictated by the lecturer.



Number 9th of statement the pie chart shows that 50% of the number of students who agree with listening to songs and watching English movies often makes it easier for student to write words dictated by the lecturer, the second position of 10% of students strongly agree and the third position of 20% Disagree which student face, and 10% in the last position strongly disagree. The percentage of Listening to songs and watching English movies often makes it easier for student to write words dictated by the lecturer. From this percentages, the respondents mentioned agree with this statement.

10. Dictation techniques are able to train student focus in writing words that have been dictated by lecturer, so as to reduce student error in writing.



On the last, pie chart shows that 50% of the number of students who agree with dictation techniques are able to train student focus in writing words that have been dictated by lecturer, so as to reduce student error in writing, the second position of 30% of students disagree and the third position of 10% strongly agree which student face, and 10% in the last position strongly disagree. the percentage of dictation techniques are able to train student focus in writing words that have been dictated by lecturer, so as to reduce student error in writing. From this percentages, the respondents said agree with this statement.

## **b. The Result of Questionnaire**

The result of this study were found that students' problems in writing related to: 1) In English there are differences in pronunciation and writing that make it difficult for students to write. 2) In writing, dictation can reduce errors when writing with words that are heard repeatedly by the lecturer to clarify the words and sentences to be written. 3) Practicing memory with dictation when writing words or sentences read by the lecturer can gradually correct students' mistakes in writing. 4) In English words there are words that sound the same but the writing and meaning are different which allows students often to make mistakes in writing words. 5) Improving students' listening skills through dictation can make it easier for students to choose the right words, which have been dictated by the teacher to be written correctly by students. 6) Lack of interest in reading in English can make it difficult for students to write words and sentences dictated by the lecturer. 7) Familiarizing yourself with English both in reading and listening can make it easier for students to write words that are late dictated by the lecturer and reduce mistakes in writing words that have been dictated. 8) The presence of similar words is one of the factors that allows students to make mistakes when writing words dictated by the lecturer. 9) Students' Often listening songs or watching movies in English can reduce student errors when writing words that are dictated, because if they often do listening, it can reduce student mistakes when writing. 10) With the dictation technique, it is able to train student focus in writing

words that have been read by the lecturer, so that it can reduce student errors in writing. Based on the writer's questionnaire, each of the above point has an average of 80 percent agreed from students'. So, the writer concluded that 10 statements above were dominant problems in teaching of English faced by students'.

### **c. The Analysis of Interview**

The result of interviews have been examined by the writer, lecturer interviewed stated that the problem faced by student and how to decrease student error in writing. The first problem faced by students in writing is, there are still a lot of grammar error and there is also no coherence and this is in writing. So that it allows students to make mistakes when writing because it is not in accordance with grammar and other aspects. In addition to the factors mentioned earlier, according to the lecturer, students still need a lot of practice in writing, especially so that their ideas do not deviate from the specified topic. from this it can see that there are still many students who make mistakes when writing ideas that have been determined by the topic, which may be due to a lack of mastery of the topic given. the lecturer also provides input so that students continue to practice writing and read more in order to reduce mistakes in writing.

The problems most often faced by students are grammar, coherence and also unity which is often found by lecturers in student

writing which makes many mistakes in the writing that has been written by these students. through this interview the lecturer believes that dictation cannot reduce errors in writing for writing lessons at the upper level. from here the writer can conclude that dictation cannot help reduce student errors in writing, especially in writing lessons for advanced levels, but can reduce student errors in writing for elementary to intermediate levels. This result is based on the answers from the lecturer during the interview.

#### **d. Result of Interview**

The result of the interview were obtained by submitting five questions to the lecturer at University of Muhammadiyah Aceh. The question is made by considering fundamental problems that are often faced by student in writing English. The first question is to ask lecture what problems are often faced by students in learning writing. The second question is how is the process of learning English so far, especially for writing. The third question is can dictation reduce student errors in writing. The fourth is do lecturer provide a way to reduce student errors in writing English. The fifth question is can dicto still be applied in the writing learning process for now. From the questions above, the writer collects answers from student lecturers who face many problem in writing, such as: grammar error, lack of reading and writing practice and wrong writing the idea of the topic given.

For the cause of the problem, the writer concluded that the answer to lecturer that there are still many grammatical errors, there is also no coherence and unity in writing became the most dominant answer obtained by the writer of the lecturer. To reduce errors in writing, students are required to practice reading and writing to improve writing skills so that they can reduce writing errors.

#### **D. Discussion and Findings**

From the data above, students find it difficult in writing, the first variable is due to lack of mastery of grammar so there are still many grammar errors in writing, apart from grammar was also other errors such as determining in writing ideas based on the topic given there are still many students who make mistakes in writing ideas resulting in deviating from the topic that has been given, in the writing variable student often make mistakes in writing due to a lack of interest and lack of practice in reading and writing which basically need to be trained to be better in writing. This is also supported by the author's experience more over there are several explanations about the material dictated by the lecturer and can help make it easier for the writer to write down what the lecturer conveys, besides that using dictation can train student focus in writing so that it can help improve other skills such as listening. so as to reduce student errors in writing gradually and improve over time.

Based on research questions the author conclude that the answer to the first question is the most error made by the student after dictation composition implemented is grammar, because even though student are helped in reducing writing errors they still often make mistakes in grammar when they writing. And the second answer is that students' error in writing are reduced by the implementation of dictation composition but this only applies to the basic level of grammar, while at the advanced level this technique does not really have an impact on reducing student errors in writing.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on this research that has been carried as there are several conclusion can be drawn, they are as follows:

1. From the result of questionnaire, about the problems faced by the students' in error writing it can be concluded that there are words whose pronunciation and writing are different make it difficult for students to write so they often make mistakes in writing. The lack of interest in reading in English also makes it difficult for students' to write English text. The presence of similar words also makes it difficult for students to write so that they are wrong when they rewrite the word, besides that in English there are also words that sound the same but the spelling and meaning are different, which makes it difficult for students to determine the correct word. But the difficulties students face can be reduced by practicing reading and writing, training focus and also increasing interest in English.

2. The result of interview shows that to reduce errors in writing they must continue to practice reading and writing word in English. The author collects answer from lecturers about the obstacles faced by student in writing, such as: ideas that deviate from the topics that have

been determined, there are still many grammar errors, there is no coherence and unity in writing.

For the causes of the problem, the writer tends to conclude that the lecturer's answer is that the lack of training in reading and writing English, ideas that are not in accordance with the topic and there are still many grammar errors are the most dominant answers obtained by writers from the lecturer.

## **B. Suggestion**

Based on the above conclusions, the author proposes several suggestions as follow :

1. Lecturer must pay more attention to students such as giving assignments to practice reading and writing English gradually so that students' mistakes in writing will be improve over time.
2. Students must increase interest in English, especially in term of reading and writing so that it helps students reduce errors in writing. Because by increasing interest in English students will be familiar with words in English.

3. Students must train their memory in remembering words that have been read or written so that there are no mistakes in writing so that there no mistakes in writing English.
4. Lecturer can apply dictation techniques in the writing learning process, especially at the basic level because the abilities of each student are different so it is hoped that the application of this dictation composition technique can help student reduce error when writing English.

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**SURAT KEPUTUSAN**

Nomor : 717 /UM.M5/Q/FAI/2022

Dekan Agama Islam Universitas Muhammadiyah Aceh,

**Menimbang:**

- Bahwa untuk kelancaran ujian-ujian Skripsi pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, maka dipandang perlu menunjuk Pembimbing Skripsi mahasiswa yang bersangkutan;
- Yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk diangkat dalam jabatan pembimbing Skripsi.

**Mengingat:**

- Keputusan Dirjen Pendidikan Islam No.Dj.I/363 / 2009 Tanggal 30 Juni 2009;
- Keputusan Badan Akreditasi Nasional Perguruan Tinggi No.7416/SK/BAN-PT /Ak-PPJ/S/XI/2020 Tanggal 17 November 2020;
- Keputusan Tim Pengesahan Proposal Skripsi Mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Aceh tanggal 8 Juli 2020
- Pengesahan ini Dapat diperpanjang Apabila Masa Berlaku Sudah Habis

**MEMUTUSKAN :**

Menetapkan : I. Menunjuk saudara :

- Rahmatun Nisa, S.Pd.I., M.Pd  
Sebagai Pembimbing I.
- Siti Safura, S.Pd.I., M.Ed  
Sebagai Pembimbing II.

Untuk membimbing Skripsi:

N A M A : Ahmad Roza Pratama  
N P M : 1605180036  
J U R U S A N : Tadris Bahasa Inggris  
J U D U L : The Use of Dictation Composition Technique to  
Decrease Students' Errors in Writing

- Kepada Pembimbing yang tercantum namanya diberikan honorarium menurut peraturan yang berlaku;
- Surat Keputusan ini hanya berlaku satu tahun sejak tanggal ditetapkan.
- Segala sesuatu akan diroboh dan ditetapkan kembali sebagaimana mestinya apabila terdapat kekeliruan kemudian hari.
- Surat Keputusan ini diperpanjang sampai 17 Juli 2023

Ditetapkan di : Banda Aceh.

Pada Tanggal : 25 Juli 2022

D e k a n,



Rosnidarwati S.Ag., MA.

**Tembusan :**

- Rektor Universitas Muhammadiyah Aceh
- Koordinator Koperasi Wilayah V Aceh



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Nomor : 1174 /J.M. M6/Q/FAI/2022

Banda Aceh, 26 Desember 2022

Hal : Permohonan Rekomendasi Izin Penelitian  
Data Menyusun Skripsi

Kepada Yth :  
Sdr. Ketua Prodi Tadris Bahasa Inggris FAI  
Universitas Muhammadiyah Aceh  
Di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat. Dekan Fakultas Agama Islam Universitas Muhammadiyah Aceh dengan ini memohon agar kiranya bapak/Ibu memberi izin dan bantuan kepada :

Nama : Ahmad Roza Pratama  
NPM : 1605180036  
Prodi : Tadris Bahasa Inggris  
Semester : XIII (Tiga Belas)  
Alamat : Dusun Aman, Desa Klieng Cot Aron, Kec.  
Baitussalam Kab. Aceh Besar

Untuk mengumpulkan data pada :  
Prodi Tadris Bahasa Inggris dalam Rangka Menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studinya pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, yang berjudul:

**"The Use of Dictation Composition Technique to Decrease Studets' Errors in Writing."**

Demikianlah harapan kami, atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

*Wassalam*

An Dekan,  
Kabag. Tata Usaha,



Edy Zumardi, S.Pd.





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Nomor : 01 /TEN-FAI/II/2023  
Lampiran : --  
Hal : Telah Mengambil Data Penelitian

Banda Aceh, 7 Februari 2023

Kepada Yth :  
Ibu Dekan Fakultas Agama Islam  
Universitas Muhammadiyah Aceh

Di-  
Tempat

Assalamu'alaikum Wr.Wb.

Berdasarkan surat bernomor 1174/UM.M6/Q/FAI/2022 tanggal 20 Desember 2022 perihal tersebut Permohonan Izin Mengumpulkan Data, dengan ini kami memberitahukan bahwa:

Nama : Ahmad Roza Pratama  
NIM : 1605180036  
Fakultas : Agama Islam  
Jurusan : Tadris Bahasa Inggris  
Semester : XIII (Tiga Belas)  
Judul Skripsi : "The Use of Dictation Composition Technique to Decrease Students' Errors in Writing"

Benar yang namanya tersebut di atas telah mengambil data di jurusan Bahasa Inggris Fakultas Agama Islam Universitas Muhammadiyah Aceh, sejak tanggal 27 Desember 2022 sampai dengan 3 Januari 2023 dalam rangka penyusunan skripsi sebagai syarat untuk menyelesaikan studinya. Demikianlah surat ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana.

Wassalam,

Ketua Jurusan Bahasa Inggris  
Fakultas Agama Islam  
Universitas Muhammadiyah Aceh



Rahmatun Nica, S.Pd.L., M.Pd.



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## WAWANCARA

Wawancara :

| No | Pertanyaan                                                                                            | Jawaban |
|----|-------------------------------------------------------------------------------------------------------|---------|
| 1. | Menurut ibu masalah apa yang sering di hadapi mahasiswa dalam pembelajaran penulisan?                 |         |
| 2. | Menurut ibu bagaimana proses belajar bahasa inggris sejauh ini, terutama untuk penulisan?             |         |
| 3. | Menurut ibu apakah dikte dapat mengurangi kesalahan mahasiswa dalam menulis?                          |         |
| 4. | Apakah ibu memberikan cara untuk mengurangi kesalahan siswa dalam penulisan bahasa inggris?           |         |
| 5. | Menurut ibu apakah dikte masih bisa di terapkan dalam proses pembelajakan menulis untuk sekarang ini? |         |

## ANGKET

### THE USE OF DICTATION COMPOSITION TECHNIQUE TO DECREASE STUDENTS' ERROR IN WRITING

Petunjuk Pengisian Angket

Jawaban anda merupakan partisipasi anda bagi saya, maka jawablah pertanyaan di bawah dengan memilih jawaban yang menurut anda tepat

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Identitas Responden

Name :

Jurusan :

Semester :

| No | Pernyataan                                                                                                                                                                                 | Pilihan Jawaban |   |    |     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---|----|-----|
|    |                                                                                                                                                                                            | SS              | S | TS | STS |
| 1  | Dalam bahasa inggris pengucapan dan penulisan terdapat perbedaan yang menyulitkan mahasiswa dalam menulis. Dan itu menyebabkan mahasiswa sering salah dalam penulisan kata maupun kalimat. |                 |   |    |     |
| 2  | Dalam penulisan, dikte dapat mengurangi kesalahan ketika menulis dengan kata yang di dengar secara berulang oleh dosen untuk memperjelas kata maupun kalimat yang akan di tulis.           |                 |   |    |     |

|   |                                                                                                                                                                                                                                                                     |  |  |  |  |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 3 | Melatih daya ingat dengan dikte ketika menulis kata atau kalimat yang di bacakan oleh dosen dapat memperbaiki kesalahan mahasiswa dalam menulis secara bertahap.                                                                                                    |  |  |  |  |
| 4 | Dalam kata bahasa inggris terdapat kata yang pengucapannya sama namun penulisan dan artinya berbeda yang memungkinkan mahasiswa sering melakukan kesalahan dalam menulis kata.                                                                                      |  |  |  |  |
| 5 | Meningkatkan kemampuan listening siswa melalui dikte dapat memudahkan siswa dalam memilih kata yang benar, yang telah di dikte oleh guru untuk di tulis dengan benar oleh mahasiswa,                                                                                |  |  |  |  |
| 6 | Kurangnya minat baca pada bahasa inggris dapat menyulitkan siswa ketika akan menulis kata dan kalimat yang di dikte oleh dosen.                                                                                                                                     |  |  |  |  |
| 7 | Membiasakan diri dengan bahasa inggris baik dalam membaca dan mendengar dapat memudahkan mahasiswa dalam menuliskan kata yang telat di dikte oleh dosen dan mengurangi kesalahan dalam menulis kata yang sudah di dikte.                                            |  |  |  |  |
| 8 | Terdapatnya kata yang mirip menjadi salah satu faktor yang memungkinkan mahasiswa salah ketika menulis kata yang di dikte oleh dosen.                                                                                                                               |  |  |  |  |
| 9 | Dengan seringnya mendengar atau menonton film dan lagu dengan bahasa inggris dapat mengurangi kesalahan mahasiswa ketika menulis kata yang di dikte, karena seringnya mendengarkan kata yang berulang sehingga dapat mengurangi kesalahan mahasiswa ketika menulis. |  |  |  |  |

|    |                                                                                                                                                                     |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 10 | Dengan teknik dikte mampu melatih focus mahasiswa dalam menulis kata yang sudah di bacakan oleh dosen, sehingga dapat mengurangi kesalahan mahasiswa dalam menulis. |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|



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**SURAT PERNYATAAN**

**PERTANGGUNGJAWABAN PENULISAN SKRIPSI**

Saya yang bertanda tangan di bawah ini:

Nama : Ahmad Roza Pratama  
NPM/Angkatan : 1605180036  
Jurusan : Bahasa Inggris (TEN)

Menerangkan dengan sesungguhnya bahwa:

1. Skripsi saya yang akan segera diuji adalah benar-benar pekerjaan saya sendiri (bukan ciplakan).
2. Apabila dikemudian hari terbukti atau dapat di buktikan skripsi hasil ciplakan, maka saya akan menanggung resiko dibatalkan Kelulusan Sidang Skripsi oleh Fakultas Agama Islam Universitas Muhammadiyah Aceh.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Mengetahui

Pembimbing I

Rahmatun Nisa, S.Pd.I., M.Pd.

Banda Aceh, 06 Februari 2023

Yang menerangkan,

Mahasiswa Ybs

Ahmad Roza Pratama

Kajar Tadris Bahasa Inggris



Rahmatun Nisa, S.Pd.I., M.Pd.



## AUTOBIOGRAPHY

1. Name : Ahmad Roza Pratama
2. Place / Date of birth : Sabang, September 04
3. Sex : Male
4. Religion : Islam
5. Nationally / Ethnicity : Indonesia / Acehnese
6. Marital Status : Single
7. Address : desa klieng cot aroen, kecamatan baitussalam. Aceh besar
8. Occupation / Reg. Number : English Departement / 1605180036
9. Parent
  - a. Father's Name : Drs. Ali Nurman  
- Occupation : Civil Servant
  - b. Mother's Name : Dra. Rosmaini  
- Occupation : Teacher
10. Education Background
  - a. SDN 4 Simeulue Timur, Graduated 2008
  - b. SMPN 1 Simeulue Timur, Graduated 2011
  - c. SMAN 1 Simeulue Timur, Graduated 2014
  - d. English Departement of Faculty of Islamic Studies Muhammadiyah Aceh University Banda Aceh, Graduated in 2023

Banda Aceh, January 31<sup>st</sup>



Ahmad Roza Pratama



