

**THE USE OF DICTATION METHOD IN ENGLISH WRITING  
ACHIEVEMENT AT SMP NEGERI 31 PALEMBANG**

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**ABSTRACT**

This study examined the implementation and effectiveness of the Dictation Method in enhancing English writing achievement among seventh-grade students at SMP Negeri 31 Palembang. The research addressed two main questions: first, how students respond to the Dictation Method in their English learning; and second, how teachers implemented this method in classroom practice. Data were collected through surveys administered to 132 students across four classes, employing Likert scale analysis to gauge student perceptions. Results indicated overwhelming student approval (96%) of the Dictation Method, highlighting its suitability and enjoyment. Teachers were found to effectively implement the method, leading to perceived improvements in listening skills, pronunciation, vocabulary retention, and overall language proficiency. The study underscores the Dictation Method's potential as a valuable pedagogical tool for enhancing language learning outcomes and fostering a supportive classroom environment. Implications for educators, researchers, and policymakers are discussed, emphasizing the method's integration into curriculum planning, professional development for teachers, and further research to explore its long-term impacts.

**Keywords:** Dictation Method, English writing achievement, student response, teacher implementation, language proficiency