

CHAPTER I

INTRODUCTION

In this chapter about: (1) background, (2) focus and sub focus of the research, (3) formulation of the problem, (4) research objectives, (5) significances of the study.

Background

In Indonesia, English is considered a foreign language and is a mandatory subject from elementary school through university, highlighted its significance (Theriana, 2021). Writing, as a critical component of language education, demonstrates proficiency in composition and idea expression, particularly for learners of English as a second language (Anggun et al, 2022). Writing proficiency enables effective communication of ideas, emotions, and thoughts, essential in both formal and informal contexts (Anggun et al, 2024).

The ability to write well enhances language acquisition, grammar usage, vocabulary, listening, and oral skills, made it pivotal in communicative language teaching (Ningrum et al, 2024). Proficiency in writing demands mastery of syntax, vocabulary, spelling, logical reasoning, and coherent sentence construction (Cahya, 2024).

To improve student achievement, educators must critically evaluate learning models and adapt them to enhance writing proficiency (Supriyanto, 2023). Writing skills are increasingly recognized as essential for academic and professional success (Andini, 2023).

Dictation, a traditional language teaching method, involved students transcribing spoken passages into writing, aiding in language comprehension and

writing proficiency (Yuniarti, 2022). It fosters listening, writing, and organizational skills, benefiting reading and writing abilities (Burns, 2018).

Effective dictation requires attentive listening and accurate transcription, promoted spelling and listening comprehension (Najoan et al, 2022). Research indicated that dictation improves students' writing and listening skills, especially in the seventh grade (Nada, 2023).

The dictation method of writing achievement is a process where an individual dictates their thoughts, ideas, or content to another person who transcribes it into written form. This approach has been used historically for various reasons, included its efficiency and ability to capture information accurately and quickly. According to cognitive load theory (Bobbis, *et al*, 1993), learning and performance are influenced by the amount of mental effort required to process information. In the context of dictation, this theory suggests that by relieving the individual of the cognitive load associated with typing or handwriting, they can focus more on generating and articulating ideas effectively. This potentially leads to higher-quality content as mental resources are allocated more efficiently to content creation rather than motor skills involved in writing.

Students at SMP Negeri 31 Palembang face challenges in writing coherent paragraphs due to difficulties in organizing ideas and lack of motivation (PPL experience, 2023). These challenges hinder effective expression and understood of written content.

In concluded, adopting effective teaching methods, such as dictation, can alleviate these challenges, enhancing student engagement and writing proficiency (references needed for Mulyani, Syakur, KBBI, and Abd).

It is hoped that dictation via audio would be useful in made it easier for students to develop their writing achievements, so that students could found out grammatical, spelling and pronunciation errors through the audio they hear correctly. Therefore, the intended research title is "**The Use of Dictation Methods in English Writing Achievement at SMP Negeri 31 Palembang**".

1.2 Focus and sub focus of the research

1.2.1 Focus of the Research

The writer was used dictation method in which students receive some verbal input, hold this in their memories for a short time, and then write what they hear.

1.2.2 Sub Focus of the Research

The teacher instructed Class VII students at SMP Negeri 31 Palembang to listen to audio and write down new words to enhance their understood. This research aimed to collected data using a questionnaire on the effectiveness of the dictation method. The survey seeked to determine student responses to the dictation method and its impact on improving student achievement.

1.3 Formulation of the Problem

Based on the background, the researcher formulated the problems in this research as follows:

- a. How did students respond to the application of the Dictation Method in English writing achievement in class seventh of SMP Negeri 31 Palembang?
- b. How did the teacher used the Dictation Method in English writing achievement?

Research Objectives

To address the formulated problems, the research objectives are:

- a. To investigate students' response toward the implementation of dictation method in English writing achievement. At class seventh of SMP Negeri 31 Palembang.
- b. To describe how the teacher used Dictation Method in English writing achievement.

Significances of the Study

The author aims to advance English teaching and learning through this research. There were two main implications for this.

a. Theoretical Significance

The result of the research was expected to be used to support the theory, which was explained in the next chapter about the used of dictation method in English writing achievement at SMP Negeri 31 PALEMBANG.

b. Practical Significance

a. For the students

This research could broaden students' insight through dictation, students could practice spelling and punctuation according to context. In order to reinforce proper used and help students avoid common mistakes, and knowledge of dictation methods through writing students' achievements through listening to audio to improve the way students react to English classes.

b. For the Teachers

Teachers could provide immediate feedback on students' dictation practice, address errors in spelling and spot common mistakes students often make in spelling, grammar, and sentence construction by providing regular dictation. This allows educators to provided relevant comments and helped students correct any

mistakes they made while listening to the audio by having them rewrite them accurately.

c. For the writer

Through the process of conducting this research, the author gained valuable expertise in teaching. Students were able to gain a deeper comprehension of the English language's structure including syntax, spelling patterns, and the proper usage of words in context through dictation method.

d. For the readers

For anyone who want to learn how to teach writing skills used dictation, this was be a helpful resource. The practice of dictation improves one's writing and listening abilities simultaneously. Students learn accurate spelling and sentence construction by taking notes on words and sentences that were dictated to them.