# AN UNDERGRADUATE THESIS

# THE EFFECTIVENESS OF  DICTATION METHOD IN TEACHING  WRITING ABILITY AT TEN GRADERS OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG

**By:**

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**English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1442 H / 2020 M**

# THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADERS OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

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## 1442 H / 2020 M

## APPROVAL PAGE

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Institut Agama Islam Negeri (IAIN) Metro
di

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*Assalamu'alaikum Wr.Wb*

  Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka skripsi yang telah disusun oleh :

Nama : ARIF TRIANTO
NPM : 1601070067
Jurusan : Tadris Bahasa Inggris (TBI)
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Yang berjudul : THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADE OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG

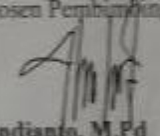Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.
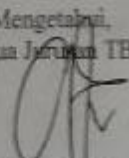
*Wassalamu'alaikum Wr.Wb*

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iv

## NOTIFICATION LETTER

Number        :
Appendix      : 1 (one) Bundle
Matter        : In order to hold the Munaqosyah of Arif Trianto

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name              : ARIF TRIANTO
Students Number   : 1601070067
Faculty           : Tarbiyah and Teacher Training Faculty
Department        : English Education Department
Title             : THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADE OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.
*Wassalmu'alaikum Wr. Wb*

Metro,   December 2020

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The Head of English Education Department

**Ahmad Subhan Roza, M.Pd**
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## RATIFICATION PAGE

No: b.0621./.In.28.1./.D./.PP.00.9./.01./2020

An Undergraduated Thesis entitled: THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADERS OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG. Written by: ARIF TRIANTO. Student Number 1601070067, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on , Thursday, December 17th 2020 at 09.00 – 11.00 p.m.

### BOARD OF EXAMINERS

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vi

# THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADERS OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG

## ABSTRACT

**By:**
**Arif Trianto**

The purpose of this research was to determine the positive effect and effectiveness of the use the dictation method on students' ability to write recount text. The problem faced by students was the difficulty in conveying ideas in writing, especially in english texts. This study was held to discuss how the effectiveness of the dictation method on students' ability to write english texts.

This research is a quantitative research. The methods used in collecting data were tests, observation and documentation. The sampling technique used was cluster random sampling. In this study students were given one pre-test before special treatment and one post-test after special treatment. The subjects of this study were class X IPA 1 as the experimental class and X IPS 1 as the control class at SMA Negeri 1 Seputih Raman. This study uses t-test to analyze the data.

From the data analysis computed by t-test especially independent sample t-test, it was obtained sig. (2-tailed) was 0.000. It was lower than $\alpha = 0.05$. So, there was a significant difference in students learning result at the experimental class that used a treatment dictation method between the control class that does not got treatment. In addition, Based on the result of data analysis, the mean score of post-test in experimental class was 76,07 and the mean score of post-test in control class was 68,81. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class . This shows that the used of the dictation method has a positive significant or effectiveness on students' writing ability in class X SMA N 1 Seputih Raman academic years 2020/2021.

# KEEFEKTIFAN DARI METODE DIKTE DALAM MENGAJARKAN KEMAMPUAN MENULIS DI KELAS SEPULUH SMA NEGERI 1 SEPUTIH RAMAN LAMPUNG TENGAH

## ABSTRAK

**oleh :**
## Arif Trianto

Tujuan penelitian ini adalah untuk mengetahui pengaruh positif dan keefektifan penggunaan metode dikte terhadap kemampuan menulis teks recount siswa. Masalah yang dihadapi siswa adalah kesulitan dalam menyampaikan ide secara tertulis, khususnya dalam teks bahasa inggris. Penelitian ini diadakan untuk membahas bagaimana keefektifan metode dikte terhadap kemampuan menulis teks bahasa Inggris siswa.

Penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam pengumpulan data adalah tes, observasi dan dokumentasi. Teknik pengambilan sampel yang digunakan adalah cluster random sampling. Dalam penelitian ini siswa diberikan satu pre-test sebelum perlakuan khusus dan satu post-test setelah perlakuan khusus. Subjek penelitian ini adalah kelas X IPA 1 sebagai kelas eksperimen dan X IPS 1 sebagai kelas kontrol di SMA Negeri 1 Seputih Raman. Penelitian ini menggunakan uji-t untuk menganalisis data.

Dari analisis data yang dihitung dengan uji-t khususnya uji independent sample t-test diperoleh sig. (2-tailed) adalah 0.000. Itu lebih rendah dari $\alpha = 0,05$. Jadi, terdapat perbedaan yang signifikan hasil belajar siswa pada kelas eksperimen yang menggunakan metode dikte dengan kelas kontrol yang tidak mendapat perlakuan. Selain itu, berdasarkan hasil analisis data, rata-rata skor post-test kelas eksperimen adalah 76,07 dan rata-rata skor post-test kelas kontrol adalah 68,81. Hal ini menunjukkan bahwa nilai post-test siswa di kelas eksperimen lebih tinggi daripada nilai post-test siswa di kelas kontrol. Hal ini menunjukkan bahwa penggunaan metode dikte berpengaruh positif atau signifikan terhadap kemampuan menulis siswa kelas X SMA N 1 Seputih Raman tahun ajaran 2020/2021

# STATEMENT OF RESEARCH ORIGINALITY
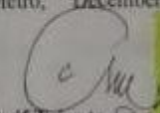
The undersigned:

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Student Number : 1601070067

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States that this undergraduate thesis is originally the result of the writer's research.

In exception of certain parts which are quoted from bibliographies mentioned.

Metro, December 2020

Arif Trianto
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viii

# ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini:

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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   Desember 2020

**Arif Trianto**
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**MOTTO**

وَوَجَدَكَ ضَآلًّا فَهَدٰى ( ٧ ) وَوَجَدَكَ عَآئِلًا فَاَغْنٰى (٨)

*And He (Allah) found you lost and guided you* (٧),*and he (Allah) found you poor and made you self-sufficient* (٨). (Qs ad-Dhuha 7-8).

DEDICATION PAGE

*"I highly dedicate this undergraduate thesis to:*

*Firstly, my beloved parents Mr. Budiyono and Mrs. Sukartinah*

*Secondly, my beloved sister, Rubiati Rahayu And Rina Sugiarti*

*Thirdly, my beloved friends " Ranggenah*

*Squat"(Ayu,Bayu,Astuti,Anggrai,Iman,yuni,Jati,Inay and Singgih)*

*Finally, my beloved almamater IAIN Metro".*

# ACKNOWLEDGEMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greeting always give to prophet Muhammad SAW who has brought us from the darkness era into bright era. Peace be upon him, who becomes an inspiration for all people to live as Moslems.

This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S Pd.) in English Education Department entitled: "THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADERS OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG."

The writer would like to express his gratitude to the sponsor, Ahmad Subhan Roza M.Pd, and the co-sponsor Andianto,M.Pd. who have sincerely guided the writer to accomplish this undergraduate thesis in time.

Finally, the writer realizes that this thesis is far for perfect. At last, he hopes that the result of the research will give significant contribution in teaching learning English in IAIN METRO.

Metro, 17 December 2020

The writer,

**Arif Trianto**
**NPM. 1601070067**

# TABLE OF CONTENTS

**CURRICULUM VITAE**

# LIST OF TABLES

# LIST OF FIGURE

# CHAPTER 1

## INTRODUCTION

### A. Background of the study

Language is very important for our life. Language is a tool of communication to communicate between one to another. All people need language to communicate. Language is a systematic, used for communication, operating in a speech community or culture, acquired by all people in much the same way. One of populare language is english language. English is one of the international languages or the most popular languages and is often used in the world for communication between people from different countries.

Moreover, English has the title of unifying language and has a very vital role in the era of globalization, so the dominance of English is mandatory for all human beings to facilitate communication. According to Douglas Brown Language learning is not set of easy steps that can be programmed in a quick do it yourself kit[1]. From the above definition, it can be concluded that the key to getting to a foreign language is to practice a lot in order to communicate fluently.

Good communication is not only through oral or face-to-face, but also through writing, the aim is to get the information we expect. In Indonesia, English has been taught from junior high through high school, and even English is one of the subjects entering the national exam. The goal is that

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[1] H.Douglas Brown, *Principle of Language Learning and Teaching* (4th Ed) (California: Addison Wesley Longman, 2000), 1.

students get to know English as early as possible. The government wants students in Indonesia to be able to use English as a basis for facing global competition.

In addition, there are four basic skills in english such as speaking, listening, writing and reading. All of the above skills must be mastered so that we can be said to be experts in English. But it is not easy to be able to master all of these English skills and need a lot of practice and keep trying to avoid mistakes.

One skill that requires a lot of practice in English is writing. Writing is a way to communicate your ideas to the reader, so it takes a series of words to understand the meaning that will be conveyed properly . Therefore, it can conclude writing is a skill that demands perfection in every writing because if we write wrongly it will change the meaning.

At the senior high school level, the writing level of students is still very poor especially in SMA Negeri 1 Seputih Raman Central Lampung for class X. For example they write "me" with the words "mi", "school" written with "shcoll" and "must" written "mus". This is one of the big problems for them in the future because if this is ignored, it will become a bad habit.
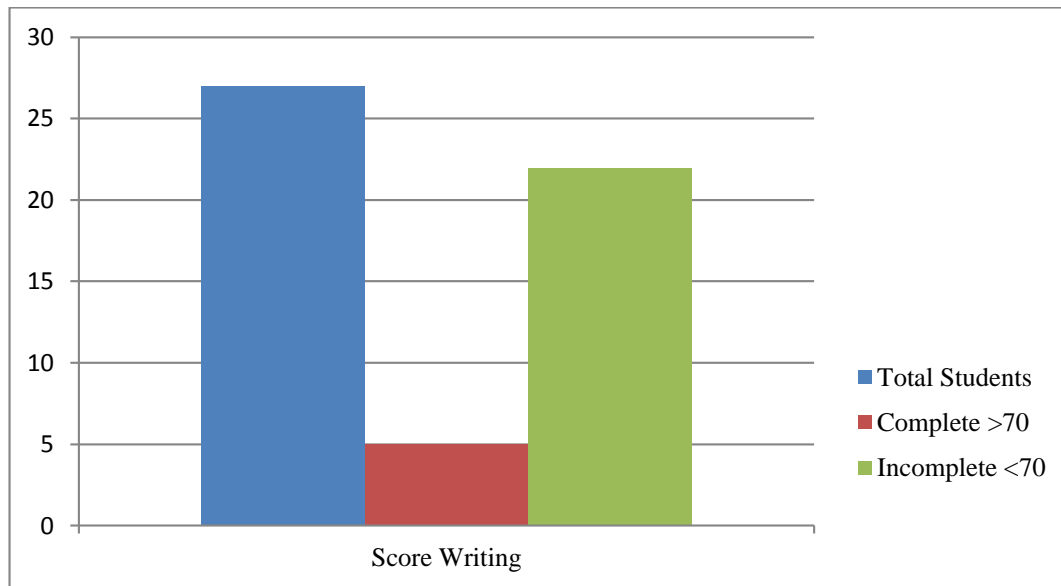
***Figure 1.1***

***The Result Data of writing ability Based on Pre Survey Among the
Ten Graders of SMA Negeri 1 Seputih Raman***

*(Source: teacher's archive, taken on July, 15th 2020)*

Based data pre-survey, on July 15th 2020 in SMA N 1 Seputih Raman, the researcher got English score data from the English teacher. The minimum standard criteria for English is 70, and from the result of pre-survey of 27 students from X IPA 1 at SMA Negeri 1 Seputih Raman especially in the ten grade. We can see that there are 22 students fail in level for the score <70 ( 81,48% ), and 5 students passed in level for the score > 70 (18,51%), it means that most of students get low score.

The description above shows that the students' low score in writing subject. There were several factors causing this to happen, one of which is that most students was not interested in English because they think English is a

language that is extremely difficult to learn because they have very little mastery of English vocabulary. Besides that, the students have less interest about writing because they think that English will not be very useful in social life.

Because of these factors, researcher would conduct research on writing abilities that take the title "The Effectiveness Of Dictation Method In Teaching Writing Ability At Ten Graders of SMA Negeri 1 Seputih Raman Central Lampung". The aim was to find out whether the dictation method can help students in learning writing. In addition, researcher want to measure the ability of students have in writing, especially in X (ten) Graders .

## B. Problem Identification

The researcher state the problem of The Effectiveness Of Dictation Method In Teaching Writing Ability At Ten Grade Of SMA Negeri 1 Seputih Raman Central Lampung, as the following:

1. Student's have low vocabulary

2. The students less interest about writing.

3. The students have difficulties to express their ideas in writing.

4. Students have difficulties in choosing the words in writing.

5. The students have low motivation in writing.

## C. Problem Limitation

Based on the problems above, the researcher focus on the difficulty of the students to express their idea in writing learning especially in recount text. In this case, the researcher would like to conduct the research with the title "The Effectiveness of Dictation Method in Teaching Writing Ability especially in recount text At Ten Graders of SMA Negeri 1 Seputih Raman Central Lampung".

## D. Problem Formulation

Based on the problems limitation above, The problem of this research was fomulated as follow: "Is there any positive effect or effectiveness of using dictation method toward the students' in teaching writing ability especially in recount text at ten graders of SMA Negeri 1 Seputih Raman?".

## E. Objectives and Benefits of the Study

### 1. Objectives of the Study

The objective of this research was to know whether there is any positive effect of using dictation method toward the students' in teaching writing ability especially in recount text at ten graders of SMA Negeri 1 Seputih Raman.

**2. Benefits of the Study**

The result of this research was expected to gave essential contributions to English teaching. Specifically, the benefits as following:

a. For the Students

The result of this research was as the information to apply the English writing effectively and make the students would be more interested and motivated in learning English.

b. For the Teacher

The result of this research as the contribution for the teacher in order to apply the Dictation Method In Teaching Writing Ability and activity in English learning process especially in the students' writing ability.

c. For the Headmaster

The result of this research as the consideration in learning process in the school and the headmaster can convey to the teachers that they should know students' problems in order to reach learning process effectively.

**F. Prior Research**

This research will be conducted taking into consideration the important things contained in the three prior research. The first prior research was conducted by Sri Ramayani entitled "*The Effect Of Running Dictation Model On Students' Writing Advertisement Text Ability At The Tenth Grade Students Of Sma Negeri 5 Padangsidimpuan*"[2]. The objective of this research is to know whether there is a significant effect of running dictation model on students' writing advertisement text ability at the tenth grade students of SMA Negeri 5 Padangsidimpuan. This research uses experimental method with pre-experimental research design; one group pre-test post-test design. The population is all of the tenth grade students which consist of 248 students. Technique sampling that used in this research is systematic simple sampling and the number of the sample consists of 30 students. The writer uses statistic process in analyzing by using t test formula. Based on the data that has been analyzed, the result of data analyzing showed that t observed is higher than t table (t observed 13.2 > t table 2.04). So, the hypothesis is accepted. It means that there is a significant effect of running dictation model on students' writing advertisement text ability at the tenth grade students of SMA Negeri 5 Padangsidimpuan. The scores shows that there is a significant effect of running dictation model on students" writing advertisement text ability at the tenth grade students of SMA Negeri 5 Padangsidimpuan. It can be seen in the

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[2] Sri Ramayani, *The Effect Of Running Dictation Model On Students' Writing Advertisement Text Ability At The Tenth Grade Students Of Sma Negeri 5 Padangsidimpuan*. Vol. 2. No.2,Juni 2019. ISSN 2620-5599

calculation obtained by index t test is 13.2 and t table is 2.04, it can be seen that t test is higher than t table (13.2 > 2.04), so that the result of the calculation is the alternative hypothesis is accepted.

This research has similarities and differences with the first prior research. The similarity is equally researching about the effectiveness of dictation in the teaching writing  process. Another similarity is the method of research that is the quantitative research method. While the first difference in the first prior research the technique used is the running dictation while in this research uses the standard dictation. The second difference is the object of study in the first prior research examines the effectiveness of dictation in Advertisement Text, while in this research    using recound text as research objects

The second prior research was conducted by Qu Tang entitled *The Effectiveness of Dictation Method in College English Vocabulary Teaching*[3]. This experiment chooses two classes of sophomore of Guilin University of Technology as experiment subjects, including 40 students of Class one, Grade 2008, majoring in gemology (treatment class)and 45 students of Class 2, Grade 2008, majoring in telecom(comparison class). All the experiment subjects use the same textbook, that is, book III and book IV of New College English. The result of the research is treatment class skor 59.3 after  the experiment after the experiment has significantly increased the value to 75. While for the Comparison class the initial score of 62.9 has increased to 64.

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[3] Qu Tang, *The Effectiveness of Dictation Method in College English Vocabulary Teaching.* Vol. 2 No. 7,July 2012.ISSN 1799-2591

The second prior research has several similarities with this research. The first is the object of research that examines the use of dictation in the teaching process. Besides that the other equation is to use two classes as a comparison of research results. In the second prior research has several differences, one of which is the subject of research. In the second prior research research in college while in this study researching in senior high school. In addition, the second prior research examines the effectiveness of the use of dictation in vocabulary teaching while in this study examines the effectiveness of dictation in teaching writing.

This research will be conducted taking into consideration the important things contained in the third prior research. The third prior research was conducted by Fitri Nurdianingsih and Oktha Ika Rahmawati entitled *"Running Dictation As An Effective Technique On The Teaching Writing Skill"*[4]. The purpose of their research is to find out the significant improvement from used running dictation in teaching writing skill. The design used in third prior research is experimental research design. The population in third prior research is all of the fourth semester students of English Education Department in IKIP PGRI Bojonegoro. There are two classes used in this research as a sample. First is experimental class and other is control class. To analyze the data, the researcher used descriptive and inferential statistic. The descriptive statistic is to know the mean, median, mode, and standard deviation from the score. Then, researcher analyzes the mean score from both groups using t-test formula to

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[4] Fitri Nurdianingsih and Oktha Ika Rahmawati, *Running Dictation As An Effective Technique On The Teaching Writing Skill.* Vol. 2, 2018. ISSN: 2579-7549

measure the significant. From the data taken from the result of the experimental group post test, it can be observed that the highest score is 83 and the lowest score is 64. the mean of the scores is 74.03, the mode is 64, the median is 74 and the standard deviation is 6.29. Meanwhile, the result of control group post test can be observed that the highest score is 76 and the lowest score is 60. the mean of the scores is 69.67, the mode is 72, the median is 72 and the standard deviation is 4.98. The researcher compares the value of t-observation with the value of t- table. The value of t-table with level of significant 5% is 2.02. The value of t-observation was 2.99. It means that the value of t-observation (2.99) is higher than the value of t-table (2.02), so the different of means between both groups is significant. Then, it can be concluded that the use of Running dictation technique can be a suitable technique in order to improve the students' writing skill achievement.

This research has similarities and differences with the third prior research. The similarity is equally researching about the effectiveness of dictation in the teaching writing  process. Another similarity is the method of research that is the quantitative research method and use two classes as a comparison of research results (experimental class and  control class).

In the third prior research has several differences, one of which is the subject of research. In the third prior research research take place on college of IKIP PGRI Bojonegoro while in this research take place on senior high school.

Another different is in the first prior research the technique used is the running dictation while in this research uses the standard dictation .

From the description of the prior researches, the researcher considered the important aspects of each prior research. Researcher focuses on the first and third prior research that uses the method of the Quantitive research on effectiveness dictation in teaching writing. This is because researcher will continue the research using different samples.

# CHAPTER II

## REVIEW OF LITERATURE

### A. Concept of Teaching English as a Foreign Language

Brown states that Learning EFL is a long and complex undertaking, wholeperson is effected as you struggle to reach beyond the confines of your first language and into new a new language,a new culture, new way of thingking,feeling and acting.[5] From the definition it can be concluded that learning and teaching English as a foreign language is not easy because it is not just learning the language but learning the culture and norms of the country.

Furthermore, not only that definition but also the researcher got the other definition of teaching language from an expert Jack C. Richards and Willy A. Renandy on book Methodology in Language Teaching An Anthology of Current Practice, they said language teaching is conceptualized, as with teaching in general, language teaching can be conceived in many different ways for example, as a science, a technology, a craft, or an art.[6] That the definition above, it can be concluded that teaching language is very broad, not just studying language, but its scope is broad, even to science, a technology, a craft, or an art.

From all the expert opinions above it can be concluded that teaching English as a second language is a very complex thing, because we are not just

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[5] H.Douglas Brown,*principle of language learning and teaching,4th ed.* Wesley logman.2000,1.

[6] Richards. Jack C and Willy A. Renandy, *Methodology in Language Teaching An Anthology of Current Practice*(Cambridge University Press 2002),19.

learning languages but the culture of the country. In addition, language also has a very broad scope, not just words.

## B. Concept of Writing

### 1. The Definition Of Writing

Writing is a part of the process of negotiating what is to be taken as accepted knowledge within a discipline and this is best achieved through modes of expression that have become conventionalised through the particular social and cultural contexts in which they arise.[7] This means that, writing is a complex process of acquiring the input of science from social culture in accordance with its context. Writing is a process of exploration that offers benefits to students and content area teachers alike.

In addition, Ana munoz et al says "writing is an essential highly valued as a powerful means of self expression as well as support for future learning"[8]. Based on the explanation above, it means that Writing is a way to channel all the ideas you have and write them down so they can be enjoyed by readers. The purpose of this is to convey thoughts, ideas or extraordinary things that we have so that other people find out through writing.

Moreover according Dorothy E Zemach and Lisa A Rumisek on book Academic Writing From Paragraph to essay stated that writing is the

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[7] Martin Hewings, Academic Writing in Context ( London : Continuum),10.
[8] Ana munoz et al,*guidelines for teaching and assessing writing*.medellin.2006,15.

connection of all ideas to a singel topic.[9] From the definition above it can be concluded that writing is one way of combining words to become a particular topic.

Based on the all expert explanations above, the researcher concluded that writing is an activity,production mode in learning process to express the idea, opinion and produce the appropriate sentences with grammatical concept by writing, which uses letters, words, sentence of language to convert the message.

## 2. Process of writing

There are three steps of writing process, as follows :[10]

a. Preparing to write

Most writing some requires some preparation. How long you spend this preparation, and what you do, largery depand on your reader, your purpose, the content and the writing situation. For example, a quick message to a friend requires different preparation from a letter to company applying for a job. The idea below will be useful to you in preparing to write.

b. Drafting

The drafting stage in you where you really begin writing. The most important thing here is to get word into paper. It is not the time to worry about spelling, grammar, punctuation or the best wording.

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[9] Dorothy E Zemach, Lisa A Rumisek, Academic Writing From Paragraph to essay ( Spain : MacMillan),78.

[10] Kristien Brown, Susan Hood, *Writing matters : writing skill and strategies for students of english* (Hongkong : Press syndicate ),7-20.

c. Revising

The revising stage is where you check that :

1) Writer have said what you wanted to say

2) Writer have said it in a clear and appropiate way

Revising might take place while you are drafting or after you have finished a draft. This unit look at some of the changes you might make and suggest ways to make your revising more effective.

Furthermore, there are some process of writing is preparing to write, drafting, and revising. In process of writing should be more noted in write to produce a good and correct writing. Ideas that are in mind people will be very useful and beneficial if from the beginning there is already preparation in writing.

## 3. Writing Assessment

Assessment of students' progress in school has been an important part of education which affects students, parents, teachers, administrators and even educational policy makers.

Language assessment is the practice of evaluating the extent to which learning and teaching have been successful, focusing on what learners can do with the language, on their strengths rather than their weaknesses[11]. From the definition it can be concluded that the assessment is the collection of data from students to analysis result of study.

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[11] Dina Tsagari et al., *Handbook of Assessment for Language Teachers*. Project Coordinator and Partners TALE Project.2017,184.

**Table 2.1**

Examples of analytic scale for writing ability[12]:

| Content |
| --- |
| 30-27 EXCELLENT TO VERY GOOD: knowledgeable-substantive-etc. |
| 26-22 GOOD TO AVERAGE: some knowledge of subject-adequate range-etc. |
| 21-17 FAIR TO POOR: limit knowledge of subject-little substance-etc. |
| 16-13 VERY POOR: does not show knowledge of subject-non substantive-etc. |
| Organization. |
| 20-18 EXCELLENT TO VERY GOOD: fluent expression-ideas clearly stated-etc. |
| 17-18 GOOD TO AVERAGE: somewhat choppy-loosely organization but main ideas stand out-etc. |
| 13-10 FAIR TO POOR: non fluent-ideas confused or disconnected-etc. |
| 9-7 VERY POOR: does not communicate-non organization-etc. |
| Vocabulary |
| 20-18 EXCELLENT TO VERY GOOD: sophisticated range-effective word/idiom and usage- etc. |
| 17-14 GOOD TO AVERAGE: adequate range-occasion error of word/idiom form ,choise,usage but meaning not obscured. |
| 13-10 FAIR TO POOR: limit range-frequent error of word/idiom form ,choise-etc. |
| 9-7 VERY POOR: essentially translation-little knowledge of English vocabulary. |

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[12] J.B.Heaton, *writing English language tests.*longman handbooks for language teachers. London and new york.1988,146.

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|---|
| Language Use. |
| 25-22 EXCELLENT TO VERY GOOD: effective complex constraction –etc. |
| 21-19 GOOD TO AVERAGE: effective but simple constraction-etc. |
| 17-11 FAIR TO POOR: major problem in simple/complex constraction-etc. |
| 10-5 VERY POOR: virtually no mastery of sentence constraction rules-etc. |
| Mechanics |
| 5 EXCELLENT TO VERY GOOD: demonstrates mastery of convention-etc. |
| 4 GOOD TO AVERAGE: occasional errors of spelling,punctuation-etc. |
| 3 FAIR TO POOR: frequent of spelling,punctuation,capitalization-etc. |
| 2 VERY POOR: no mastery of conventions-dominated by errors of spelling,punctuation,capitalization,paragraphing-etc. |

## 4. Types of Writing

   a. Explanatory texts

      Explanatory texts is generally go beyond simple 'description' in that they include information about causes, motives or reasons[13]. it can conclude that contains a description of something

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[13] Crown, *A Guide to Text Types:Narrative, Non-fiction and poetry*. publish by national literacy trust,19.

b. Procedural Texts

Procedural Texts is Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.[14] From the definition it can be concluded that the procedure text contains instructions to carry out something.

c. Persuasion texts

Persuasion texts is to argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.[15] It can be interpreted that Persuasion texts contain encouragement to persuade.

d. Recounts text

The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain.[16] From the definition above it can be concluded that the recount text contains experiences that occurred in the past.

Based on the types of writing, researchers use recount text as one that is used to examine students in writing using the dictation method.

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[14] *Ibid,.*20.
[15] *Ibid,.*21.
[16] *Ibid.,*23.

## C. The Definition of Recount Text

Recount Text is one type of English text that contains stories or experiences that we went through in the past. Almost everyone has made stories of past experiences, whether it's a vacation, going somewhere and still a lot more. According M. Arifin Rosyadi said recount is a piece of text that relalls past event. [17] From the definition above, it can be concluded that the recount text tells of the experience related to the past that we have experienced. Almost the same as the previous expert, Derewianka stated that recount is a development of a squance of event and recount recounstruct past experience.[18]

From all the statements above it can be concluded that recount text is a text that telling the reader about one story,action or activity in the past.

## D. Generic Structures of Recount Text

The generic structure of recount text there were:

1. Orientation: Introducing the participants, place and time.

2. Events: Describing series of event that happened in the past.

3. Reorientation: It is optional. Stating personal comment of the writer.[19]

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[17] M. ArifianRosyadi, *Teaching Material Development*, Available on: http://materi-recounttext.com/. Retrieved on FEBRUARY 23th,2017, 1.

[18] Leximi Mustika Cakrawati,*Recount Text In SFL Perspective: Pedagogical Implication Based On Students Writing Analysis,*Vol.11 No.2,2018,212.

[19] M. ArifianRosyadi, *Teaching Material Development*, Available on: http://materi-recounttext.com/. Retrieved on FEBRUARY 23th,2017, 1.

Example of Recount Text:

**VISITING BALI**

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

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My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.[20]

From the example above, we can see that the first paragraph of recount text is orientation. Then next paragraph is Events, after that, the last paragraph is reorientation.

## E. The Concept of Dictation

### 1. The Theory of Dictation

According to Mahmet Gultekin and Emel Guvey Aktay sated that dictation is defined as transferring the articulation into writing[21]. From the definition above we can conclude dictation is the method used to teach writing directly with students on oral delivery. Different with other expert, Qu Tang said that dictation is combaining of listening and writing.[22] It means that dictation is a method that can be used to combine several skills into one so that it can facilitate teaching.

Moreover, Wu Chung stated on The English Language Curriculum Guide book dictation is an activity that helps learners develop phonological awareness and phonics skills, listening skills and writing

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[20] *Ibid.,*3.

[21]Mehmet Gultekin and Emel Guvey Aktay*," dictation activities in reading and writing instruction"*,2014,Vol.15, 44.

[22] Qu Tang , *The Effectiveness Of Dictation Method In Collage English Vocabulary Teaching*,2012,Vol.2,No7,ISSN 1719-2591,1474.

skill[23]. It can be concluded from the statement above that the dictation method can help develop some of the abilities a student has in learning languages, especially foreign languages. This can encourage students to solve problems faced when learning languages.

In addition, Hesthi Herusatoto say "Dictation is a where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard"[24]. It means dictation is the process of a student saving from what he has heard and then trying to write it into writing. This can help students develop short distance memory so that it helps students prevent forgetfulness.

According to Hornby, dictation is an activity where a student treanscribes a word,phrase,sentence or passage he hears.[25] It means that dictation is called a test in which people have to write down a passage that is read aloud, as way of helping them to learn a language. Dictation has been used in language testing for a long time, but its benefit in language teaching learning has been questioned by some language teachers. Currently dictation seems to be undergoing a revival as a useful teaching device. It is though that dictation can help develop all language skills, that is grammar, oral communication, pronunciation, and writing ability." We can describe dictation as a technique where the learners receive some

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[23] Wu chung, *Using Dictation to Develop Pupils' Listening and Writing Skill,* Hong Kong.2011.6

[24] Hesthi Herusatoto, *Using Dictation To Promote The Use Of Grammar Knowledge In Reconstructing Listening Text,*(December 2016),Vol.16,No.2.ISSN 1412-3320.

[25]Fatimah Yuniarti,*Using Dictation As Testing Device In Teaching Listening,*(December 2017),Vol.2,No.2,ISSN 2528-3804,17.

spoken inputs, hold this in their memory for a short time, and then write what they heard. This writing is affected by their skill in listening, their commands of the language, and their ability to hold what they have heard in their memory. Dictation is often associated with more traditional teaching methods, and with testing rather than teaching.

Dictation can be used after exercises that provide practice in the words or patterns that are in the dictation and that emphasise the language focus of the dictation activity. This makes sure that there is a strong focus on wanted constructions, and the eventual dictation becomes more like a learning experience than a test. After one or two of these exercises have been carried out, the learners are given the text as dictation.

2.  **Dictation Method in Writing Ability**

Dictation is one of the oldest techniques known for testing progress in the learning of a foreign language. Until the end of the middle ages, it was used to transmit course content from teacher to pupil in the first language classroom. Dictation has long been associated with the traditional or grammar translation method, the traditional method emphasized written translation and the memorization of rules of grammar.[26] From the statements above, the authors conclude that the dictation method is very helpful for students in the learning process to

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[26] Charles W. Stansfield,*A History of Dictation in Foreign Language Teaching and Testing*. The Modern Language Journal, . 1985. Vol. 69, No. 2.

write. With the dictation method students are able to improve translation and increase understanding of grammar in writing.

Furthermore, In the process of doing dictation pupils are asked to note down key words while listening to the dictation passage, and then reconstruct the text using their language knowledge. This kind of dictation is particularly useful in helping pupils revisit the target vocabulary and apply their grammar knowledge in writing.[27] The conclusion from the definition above is dictation method can be able to increase students' vocabulary in the learning writing process and knowledge of grammar in writing. This is because students saving what they hear in the brain before writing it down.

Moreover, dictation helps bring attention to concepts of punctuation and enables students to transfer English to written symbols and dictation practice can help students learn language and stimulate awareness in the written language.[28] From the statement, it can be concluded that the dictation method is able to make students better understand the process of learning to write so as to minimize errors in the writing process.

From all of the experts' statements above, it can be concluded that the dictation method has a major effect on students in the learning process

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[27] Wu chung, *Using Dictation to Develop Pupils' Listening and Writing Skill,* Hong Kong.2011.p.9

[28] Peter Hoare and Paul Tanner, *The benefits of dictation for university writing students and teachers. Conference Proceedings.* Tokyo: 2009. p.760

to write. With the dictation method, students are able to add good and correct vocabulary, punctuation and grammar.

3. **Types of Dictation**

There are several types of dictation. According to Oller they are as follows:

a. Standard dictation.

This is best known type of dictation. It requires the examinee to write verbal sequences of material as spoken by an examiner or played back from a recording.

b. Partial dictation.

This is similar to standard dictation, except that the examinees are given a written version of the text (along with the spoken version) in which the written passage has certain portions left out. The examinees must listen to the spoken material and fill in the blanks in the written version.

c. Dictation with competing noise.

This type of dictation can also be called noise dictation. The addition of noise in the process of dictation is intended to imitate a natural condition.

d. Dictation/Composition Or Dicto-Comp.

In this type of dictation, the examinees are instructed to listen to a text, one or more times while it is presented either live or on tape at a

conversational rate. Then they are asked to write from memory what they have heard.

e. Elicited imitation.

This is similar to Dictation in terms of the material presented to the examinee, but dissimilar with respect to the response mode. In this case, the examinee hears the material, just as in standard dictation (and with equal possibilities for 15 variation), but instead of writing down the material the examinee is asked to repeat it or otherwise recount what was said.

f. Dictogloss

It Is a dictation where the examiner reads a sentence once, after which the examinees are to jot down the main or key words they can recall, and then to reconstruct the sentence in writing as accurately as they can. This dictation is sometimes called natural dictation.

g. Combined cloze and dictation.

This type of dictation is similar in procedure to partial dictation, but the portions left out follow the deletion procedure of cloze.[29]

Based on the explanation above the researcher wants to use Standard dictation to apply in teaching writing.

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[29] Fatma Yuniart,*Using Dictation As A Testing Device In Teaching Listening*.Vol.2,No.2, December 2017.ISSN: 2528-3804,18.

## 4. Advantages of Dictation

a. Dictation can help develop all four language skills in an integrative way.

b. As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.

c. Dictation helps develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.

d. Practice in careful listening to dictation will be useful later on in note-taking exercises.

e. Dictation can serve as an excellent review exercise.

f. Correcting dictation can lead to oral communication.

g. If the students do well, dictation is motivating.

h. Dictation involves the whole class, no matter how large it is.

i. During and after the dictation, all the students are active.

j. Correction can be done by the students.

k. Dictation can be prepared for mixed-ability classes.

l. Dictation can be prepared for any level.

m. The students, as well as the teacher, can get instant feedback (if the exercise is corrected immediately).

n. Research has shown the learning to write down what you hear can encourage the development of literacy.

o. Dictation can be a good indicator of overall language ability.

p. During and after dictation all students are active.

q. Dictation gives practice in correct forms of speech. [30]

5. **Disadvantages of Dictation**

One of the most overlooked disadvantages of dictation is that it can be cumbersome and time-consuming. Dictation is accurate and prescriptive. Also, you can often organize your thoughts better when writing or typing. Verbal communication is linear, where writing allows you to skip around. Another drawback to dictation is that most people think visually, rather than completely verbally.[31]

**F. Theoretical Framework and Paradigm**

1. Theoretical Framework

There are two variables in this research; first one is independent variable (X) and second one is dependent variable (Y). The independent variable is dictation method and dependent variable is students' writing ability especially in recount text. Writing ability is one of the part of English language that must be mastered by students. Writing has to adjust the choosing word with the topic well. So, writing ability is a must to make good sentence in paragraph. Therefore, developing students' recount text

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[30] Nawal Benmostefa,"Reflections Upon Dictation As A Testing Device In An Efl Classroom: The Pro's And Con's": *International Journal of Academic Research and Reflection,* Vol. 6, No. 1, 2018,19-20.
[31] *Ibid.*,20.

skill is very important. The students will be more creative in their writing. It is very important to apply in teaching process. There are many kinds of method in teaching students' recount text skill. One of them is the teacher should have the ability to choose the appropriate method and implement it in teaching process to obtain the goal. The use of an interesting method is necessary to motivate the students to learn.

Therefore, in this research the researcher focuses on the teaching students' writing ability especially in recount text at the ten grade of SMAN 1 Seputih Raman by Using dictation method. The researcher assumes that if teaching by using dictation as method toward students' recount text skill is high category, dictation method influences toward students' recount text skill. So, there is positive and significant influence of using dictation as method toward students' recount text skill. Moreover, if dictation method is implementated perfectly, the students' recount text skill will be good and if dictation method is implementated incorrectly, so the sttudents' recount text skill will be bad.

2. Paradigm

Paradigm is the correlation pattern among variables that will be research. There are two variables in this research. They are dictation method and students' writing ability especially in recount text.

According to Mehmet Gultekin And Emel Guvey Aktay dictation which is defined as tranfering the articulation into writing[32].

Based on the theoretical framework above the researcher describes the paradigm as follows:
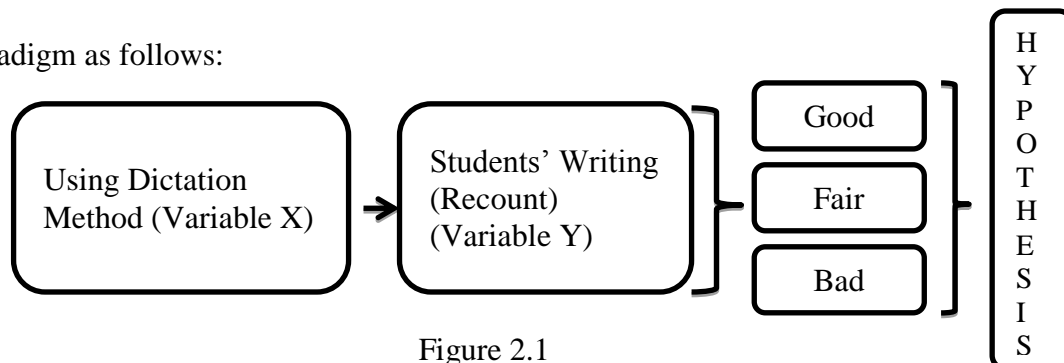


Figure 2.1
The Paradigm Of The Effectiveness Of Dictation Method In Teaching Writing Ability At Ten Graders Of SMA N 1 Seputih Raman Central Lampung

Based on figure above, it can be described that the use of dictation Method influences or effective in students' writing ability especially in recount text.

The researcher assumes that if teaching by dictation as method toward students' writing ability especially in recount text is good category, dictation method influences toward students' writing ability especially in recount text. So, there is positive and significant influence or effectiveness of using dictation as method toward students'writing especially in recount. Moreover, if teaching by using dictation as method toward students' writing ability especially in recount text is bad category, dictation does not influences or not effective toward students' in writing ability especially in recount text. So, there is no positive and significant influence of

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[32] Gultekin,Mehmet and Emel Guvey Aktay*," dictation activities in reading and writing instruction*",2014,v0l.15, 44.

using dictation as method toward students' in writing especially in recount text.

## G. Hypothesis Formulation

Hypothesis are possible answer we expect to get after we have carried out our research projct.[33] Based on the statement above, there are two forms of hypothesis. They are null hypothesis and alternative hypothesis. Null hypothesis means that there is no difference between two variables. Alternative hypothesis means that there is correlation between two variables. Therefore, the researcher formulates the hypothesis into alternative hypothesis. It can be said that there is positive and significant the influence of Effectivness Of Dictation Method In Teaching Writing Ability At Ten Graders Of SMA Negeri 1 Seputih Raman.

Based on the theoretical assumptions above, the researcher formulates the hypotheses as follows:

$H_0$ : The dictation method is not effective in teaching writing ability especially in recount text at tenth graders of SMA Negeri 1 Seputih Raman.

$H_a$ : The dictation method is effective in teaching writing ability especially in recount text at tenth graders of SMA Negeri 1 Seputih Raman.

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[33] Ebrahim Khodadady, *Research Principl Method And Statistic In Applied Linguistic,* (Fardowsi University Of Mashhad: September 2012),33.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

In this research, the researcher used quantitative research with the name design research was quasi experimental. Quasi experimental includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment[34]. In addition, the researcher used the pre-test and post-test design approach in process of research. The researcher gave pre-test and post-test to the both of class, control and experimental classes to know the differences between two groups.

In this research the researcher used two classes, one class as an experimental class that gave treatment by using dictation method and the other one as a control class that got treatment by using brainstorming technique. The researcher gave final test writing both in experimental class and control class after giving the pre-test. The research design is follows:

**Table 3.1**

**Pre- and Posttest design**

| Control Class | Pretest | No Treatment | Posttest |
|---|---|---|---|
| Experimental Class | Pretest | Experimental Treatment | Posttest |

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[34] John W. Creswell, *Educational Research*, (Boston: Pearson, 2012),309.

## B. Population,Sampling and Sample

SMA Negeri 1 Seputih Raman, Lampung Tengah, Lampung. It was selected as the research setting because the location was reachable for researcher to conduct the research, it was one senior high school in Seputih Raman.

### 1. Population

Population was all of the research of subject. Population is a group of individuals who have the same characteristic[35]. Therefore, population was a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. The population in this research was all students at ten grade of  SMA Negeri 1 Seputih Raman,Lampung.  The number of the entire students is 260. The population of the research were as follow :

a.    Class IPA 1 with the number of 27 students.

b.    Class IPA 2 with the number of 30 students.

c.    Class IPA 3 with the number of 30 students.

d.    Class IPA 4 with the number of 30 students

e.    Class IPA 5 with the number of 30 students

f.    Class IPS 1 with the number of 27 students.

g.    Class IPS 2 with the number of 29 students.

h.    Class IPS 3 with the number of 30 students

i.    Class IPS 4 with the number of 27 students

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[35] John W. Creswell, *Educational Research,* (Boston: Pearson, 2012),142 .

2. Sampling

   Sampling was the process done to choose and take sample correctly from population, so that it can be used as valid representative to the population. In determining the sample, the research took out two classes from the population. The samples of this research were divided in two classes, one class as an experimental class which would taught by using dictation method, while the other class as an control class which would taught by using brainstorming technique. The procedures that the researcher used cluster random sampling were as follow:

   a. Writing down the name of each class on small piece of paper. Make two classes in proses sampling first is IPA class and the second one is IPS class.  X IPA 1 - X IPA 5 and X IPS 1 - X IPS 4. Rolling the paper and putting them into a can.

   b.  Shaking the can well.

   c. Dropping two rolled papers and determining them as sample.

   d. Taking one rolled paper from the sample, then determined it as an experimental class and the other one as a control class.

   e. The first paper was  X IPA 1 as the experimental class and the second paper was X IPS 1 as control class.

3.  Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population[36]. The samples of this research would divided in to two classes,  first class was X IPA 1, there are 27 students and as an experimental class which would be taught by dictation method, while the other class was X IPS 1, there are 27 students as a control class which would taught by using brainstorming technique.

## C.  Definition of Operational Variable

Operational definition of this research variable as follows:

1. Independent Variable

Independent variable was the major variable which hoped to investigate. It was the variable which selected, manipulated, and measured by the researcher. Independent variable of this research was Dictation method  as the variable X.

2.  Dependent Variable

Dependent variable  was a kind of variable that depends on the independent variable; they were the outcomes or results of influence of the independent variable. Dependent variable of this research was  writing ability that includes of student content, main idea, and supporting idea.

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[36] *Ibid.,*142.

The indicators of students writing ability as the following:

a. Determine the topic of text.

b. Develop a text to be more interesting.

c. Examining content and structure of text

## D. Data Collecting Technique

In data collecting technique, there had three steps as the following:

### 1. Test

Test was usually performed by using that element of the survey and determining how it work. There were used two tests in this research as follows:

a.    Pre-test.

Pre-test was to know the students' writing ability before the treatments. The test would done by asking the students to write their recount text based on the titles that were provide. The scoring based on the harmony of content, organization, language, and form of writing. The result of this test was write in the scoring column on the paper.

b.    Post-test.

Post-test was to know the students' recount text writing ability after they got treatment by using dictation method. The system and degree of difficulty of post-test were same as pre-test, because both of them were used to measure the students' recount

text writing ability in order to know the development of the students' recount text writing ability.

2. **Documentation**

Documentation is one of many processes a companying audit work, and it was main objective  to lay out in writing all activities and facts relating to an audit. The instrument used for documentation method was books, magazine, note, data from internet

a.  The history of SMA N 1 Seputih Raman.

b.  The condition teachers and officials employes in SMA N 1 Seputih Raman.

c.  The quantity of the students of SMA N 1 Seputih  Raman.

d.  Organization structure of SMA N 1 Seputih Raman.

e.  The regulation of SMA N 1 Seputih Raman.

3. **Observation**

An important component in any scientific investigation was observation. In the context of science, observation means more than just observing the world around us to got ideas for research. This strategy was hoped that to got information about the learning process, the facilities of there and the other. In this research the writer was only one participant to observe at ten graders of  SMA N 1 Seputih Raman in academic years 2020/2021.

**E. Procedure of The Research**

1. The procedures of this research were as following:

   a. Observation

      In observation, the researcher did the research at school, and to find out whether the population and sample.

   b. Determining the population

      The Population was the students at the ten grade of SMA Negeri 1 Seputih Raman. For the research, the researcher took sample 27 students from class X IPA 1 and 27 students from class X IPS 1 and total of sample are 54 students.

   c. Preparing the test and conducting it.

      The reasearcher did the test dictation method in teaching writing in experimental class for X IPA 1 and using brainstorming technique in control class for X IPS 1. It had purposes to determine a students' basic knowledge. The test did by using same topic about recount. The test was given to the two classes. The reasearcher determined the materials that were taught to the students and the material was about recount text writing

2. Application

   After making plan, the researcher tryed to apply the research procedure. There were several steps in conducting this research, as the following:

a. In the first meeting, the researcher gave pre-test to the students. The test was in the form of a text that consists of minimally 80-100 words in 60 minutes.

b. In the second meeting, the researcher gave conducted the treatment by using dictation method in the experimental class and other class conducted the treatment by using brainstorming technique in the control class.

c. In the last meet, the researcher gave post-test. The test was in the form of a text that consists of  minimally 80-100 words in 60 minutes.

3. Reporting

The next steps was reporting. There were three steps which done in reporting. The steps as the following :

a. Analyzing the data that received from pre-test and post-test.

b. Making a report of the findings.

c. Comparing the result from pre-test and post-test.

**F. Data Analysis Technique**

The data obtained from class control and experimental class research would be analyzed with SPSS version 16 to answer the question "Is there any positive effect or effectiveness of using dictation method toward the students' in teaching writing ability especially in recount text at ten  graders  of SMA Negeri 1 Seputih Raman''. Researchers used independent samples t-test to

analysis score between control class and experimental class. Independent samples t-test was used to determine whether there was a difference in the mean of the two unpaired samples. In this research researcher used parametric statistical significance tests.

## 1. Prerequisite Tests

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied[37]. Based on definition above, to get the accurate result, the researcher had to do some tests such as normality test and homogeneity test before analysis the data.

a. Normality test

Test for normality calculate the probability that the sample was drawn from the normal population. The researcher used SPSS version 16 to analysis normality test.

**Ho**: If the significance value < 0,05, the data was not normal

**Ha**: If the significance value > 0,05, the data was normal

The criteria of acceptance or rejection of normality test as following:

**Ho** was accepted if $sig < \alpha = 0.05$

**Ha** was accepted if $sig > \alpha = 0.05$

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[37] M. Erceg-Hurn, *Modern Robust Statistical Method., (Crawley: American Psychological Association, 2008)*, p. 591

b. Homogeneity

The Homogeneity Test was the test performed to determine two or more of the data samples comes from the population has variants the same (homogeny). In this research, the researcher used statistical computation by using SPSS version 16 (Statistical Package for the Social Sciences).

The hypotheses for the homogeneity test as following:

**Ho** = The variance of the data was not homogeneous

**Ha** = The variance of the data was homogeneous

The criteria of acceptance or rejection of hypothesis test as following:

**Ho** was accepted if sig $< \alpha = 0.05$

**Ha** was accepted if sig $> \alpha = 0.05$

2. **Hypothetical Test**

After the researcher knew that the data was normal and homogeneous, the data were analyzed by using sample T-test, to know the significance of the treatment effect. If our significances is less than 0,05 to indicated statistical significances.[38] The researcher used SPSS version 16 (Statistical Package for the Social Sciences) to process the data in normality test, homogeneity test, and T-test.

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[38] Daniel mujis. *Doing Quantitative Research In Education With Spss*. London.2004.P134

The Researcher Formulates The Hypotheses as follows:

$H_0$ : The  dictation method is not effective in teaching writing ability especially

in recount text at tenth graders of SMA Negeri 1 Seputih Raman.

$H_a$ : The  dictation method is effective in teaching writing ability especially in

recount text at tenth graders of SMA Negeri 1 Seputih Raman

The criteria of acceptance or rejection of hypothetical test were:

**Ha** was accepted if Sig. $< \alpha = 0.05$

**Ho** was accepted if Sig. $> \alpha = 0.05$

The writer would apply inferential statistic to find out the significant different between post-test in experimental group and post-test in control group. The formula as follow:

$$t = \frac{\text{observed difference between sample means}}{\text{standard error of the difference between the means}}$$

**or**

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S_{\overline{X}_1 - \overline{X}_2}}$$

$\overline{X}_1$  *= is the mean for sample 1*

$\overline{X}_2$ *= is the mean for sample 2*

$S_{\overline{X}_1 - \overline{X}_2}$ *= is the standard error of the difference between the means*[40]

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[40] Timothy C. Urdan, *Statisctic in plain English* (London : Lawrence Erlbaum Associates),93

# CHAPTER IV

# RESULT OF THE RESEARCH

**A. Description of Data**

1. Research Setting

  a. Brief Story of SMAN 1 Seputih Raman

This research was conducted at SMAN 1 Seputih Raman. Based on the document, SMA N 1 Seputih Raman is the only public high school in the Seputih Raman sub-district, Central Lampung Regency, Lampung. This school was located in the village of Rama Murti, Seputih Raman sub-district. Founded in 2001 or more precisely has been established for 19 years. In the history, SMA N 1 Seputih Raman has experienced 5 changes in school principals including:

1. Drs. H. Wibowo,M.Pd. (2001-2008)
2. Drs. H. Suwoko ,M.Pd. (2008-2009)
3. Drs. H. Maksum Yusuf (2009-2012)
4. Drs. Stepanus Warsito,M.Pd.(2012-2017)
5. Drs. Nyoman Suarmo,M.M (2017- Until Now )

This school is one of the high schools that implements the Full day school system. Students enter from 7:15 a.m. to 3:15 p.m. This means that by using this system students only attend school until Friday while for Saturdays and Sundays students can continue studying at their respective home.

b. List of Teachers and Staff of SMA Negeri 1 Seputih Raman.

SMA N 1 Seputih Raman was a senior high school located in Seputih Raman. This school has a total of 38 teachers and staff. It was to supported the learning process activities for students. Consisting of 19 male teachers and 19 female teachers. As for the details as following:

**Table 4.1**

**Teachers and Staff of SMA Negeri 1 Seputih Raman**

| No. | Name | Sex |
|---|---|---|
| 1 | Drs. Nyoman Suarmo, MM | Male |
| 2 | I Wayan Dunia, S.Pd. | Male |
| 3 | Drs. I Nengah Sudarma | Male |
| 4 | SuwardI,S.Pd.,M.Pd. | Male |
| 5 | Yuliana Setyowati, S.Pd.M.M. | Female |
| 6 | Umi Zumroh, S.Pd.,M.Pd. | Female |
| 7 | Drs. Edi Susanto | Male |
| 8 | Drs. Syamsuri | Male |
| 9 | Sehnyoadi, S.Pd. | Male |
| 10 | Dwi Andariyani, S.Pd. | Female |
| 11 | I Made Sunarjaya, S.Pd. | Male |
| 12 | Drs. Katno | Male |
| 13 | Drs. Supardi | Male |
| 14 | Dedy Kurniawan, S.Pd. | Male |
| 15 | Efriyani, S.Pd. | Female |

| 16 | Oriza Kurnia Widarti, S.E. | Female |
|---|---|---|
| 17 | Asfar, S.Ag.M.Pd.I | Male |
| 18 | Ni Ketut Sunarmi, S.Ag. | Female |
| 19 | Dra. Sri Susilowati | Male |
| 20 | Drs. Budi Rahmanto | Male |
| 21 | Drs. I Gusti Nyoman Alit Purwa | Male |
| 22 | Sri Rahayu Agustina, S.Pd. | Female |
| 23 | Endang Martilawati, S.Pd. | Female |
| 24 | Heriani, S.Sos. | Female |
| 25 | Eli Nurhidayati, S.Pd. | Female |
| 26 | Suprapti, S.Pd. | Female |
| 27 | Susiani, S.Pd. | Female |
| 28 | Atet Wiyana, S.Pd. | Male |
| 29 | Fahrudin, S.Pd. | Male |
| 30 | Rohmaneli, S.Pd. | Female |
| 31 | Sukur, S.Pd. | Male |
| 32 | Mochamad Muzayin, S.Ag. | Male |
| 33 | I Wayan Sujaya, S.Pd. | Male |
| 34 | I Nyoman Marianti, S.Pd. | Female |
| 35 | Yuli Setiowati, S.Pd | Female |
| 36 | Wiwik Fitri Handayani, S.Pd. | Female |
| 37 | Ning Suropati, S.Pd. | Female |
| 38 | Wayan Sri Kartini, S.Sn | Female |

c. The Infrastructure Facilities

Overall, the facilities and infrastructure available at SMA Negeri 1 Seputih Raman was very adequate, it can be seen from the list of supporting infrastructure under the learning process below:

Electrical power : 6,000 volt

Surface area      : 15,000 M²

1). Total Classroom at SMA Negeri 1 Seputih Raman.

This school has a very large number of classes or study rooms, about twenty nine. This greatly supports the learning process carried out by the teacher. The total of classroom can be seen below:

**Table 4.2**

**Total Classroom at SMA Negeri 1 Seputih Raman**

| No | Name | Total Class |
|----|------|-------------|
| 1 | X  IPA  (sciences class) | 5 |
| 2 | X IPS   (social class) | 4 |
| 3 | XI IPA (sciences class) | 6 |
| 4 | XI IPS  (social class) | 4 |
| 5 | XII IPA (sciences class) | 5 |
| 6 | XII IPS (social class) | 5 |
| | **TOTAL** | **29** |

2). Total Laboratory at SMA Negeri 1 Seputih Raman.

SMA N 1 Seputih Raman has two majors, namely social and science classes. So, the laboratory needed to support the learning activity process. It was to make it easier for students to

practice. This school had six laboratories. The details of the

number Laboratory at SMA Negeri 1 Seputih Raman as following:

**Table 4.3**

**Total Laboratory at SMA Negeri 1 Seputih Raman.**

| Laboratory | Total |
|---|---|
| Biology | 1 |
| Chemistry | 1 |
| Physics | 1 |
| Language Laboratory | 0 |
| Social Laboratory | 1 |
| Library | 1 |
| Computer | 1 |
| **Total** | **6** |

**B. Result of the Research**

**1. Result of Pre-test in Experimental Class**

The pre-test was administered on Monday, September 28th, 2020. It was the first meeting,the writer conducted pre-test order to find out the previous students ability in recount text writing. The scores of students' text tested in pre-test in the experimental class could be seen bellow:

**Table 4.4**

**Result of Pre-test in Experimental Class**

| No | Scale of Score | Total of Students | Percentage |
|----|----------------|-------------------|------------|
| 1 | 51-54 | 4 | 14,81 % |
| 2 | 55-58 | 4 | 14,81 % |
| 3 | 59-62 | 4 | 14,81 % |
| 4 | 63-66 | 5 | 18,51 % |
| 5 | 67-70 | 3 | 11,11% |
| 6 | 71-74 | 7 | 25,92 % |
| Total | | 27 Students | 100% |
| Maximum score | | 74 | |
| Minimum score | | 51 | |
| Median | | 63 | |
| Standard Derivation | | 7,301 | |
| Mean/ Average | | 63 | |
| Variance | | 53,308 | |
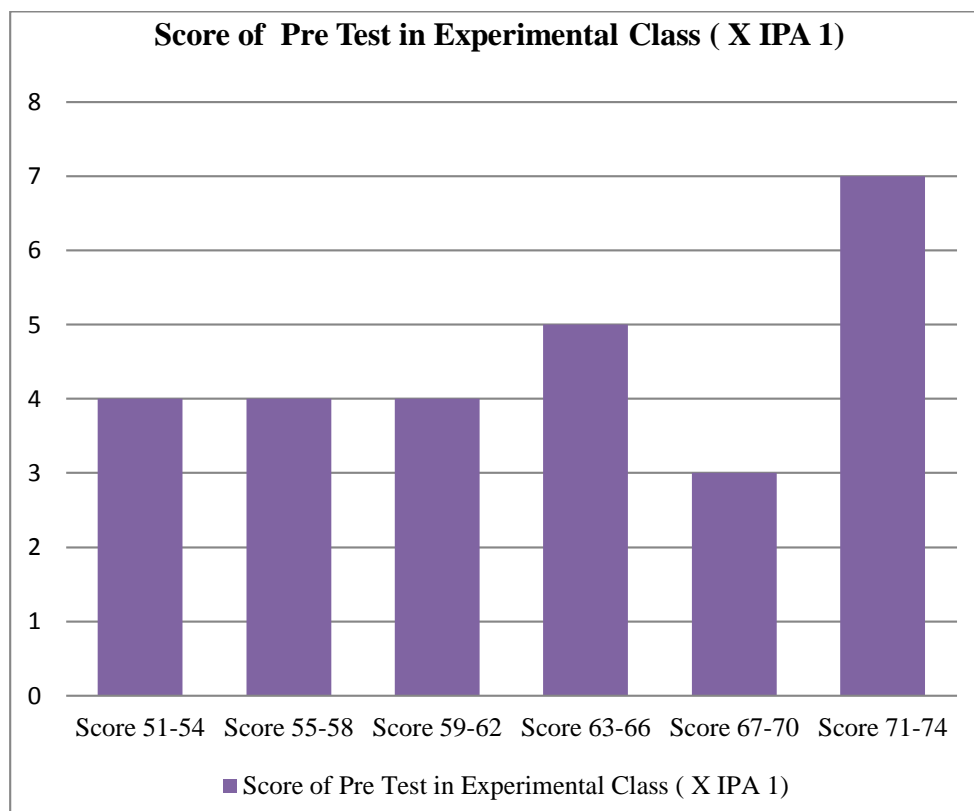
**Figure 4.1**

**Result of Pre-test in Experimental Class**

Based on table and figure, it could be seen that 4 students got score 50-54 (14,81%), 4 students got score 55-58 (14,81%), 4 students got score 59-62 (14,81%), 5 students got score 63-66 (18,51%), 3 students got score 67-70 (11,11%) and 7 students got score 71-74 (25,92%). The mean of pre-test in experimental class was 63.00, standard of deviation was 7,301, N was 27, median. was 63.00, variance was 53,308, minimum score was 51.00 and maximum score was 74.00. The minimum standard criteria for English is 70, and based on data above only 7 students (26%) got score more than minimum mastery criteria (MMC). 20 students got score fail in level for the score <70 (74%), it means that most of students get low score.

**2. Result of Pre-test in Control Class**

The writer also gave pre-test in control class to know their recount text writing ability. It was administered on Wednesday, September 30th, 2020. The scores of students' text tested in pre-test in the control class could be seen bellow:

**Table 4.5**

**Result of Pre-test in Control Class**

| No | Scale of Score | Total of Students | Percentage |
|----|----------------|-------------------|------------|
| 1 | 51-54 | 7 | 25,92 % |
| 2 | 55-58 | 2 | 7,40 % |
| 3 | 59-62 | 6 | 22,22 % |
| 4 | 63-66 | 6 | 22,22 % |
| 5 | 67-70 | 3 | 11,11% |
| 6 | 71-75 | 3 | 11,11% |
| Total | | 27 Students | 100% |
| Maximum score | | 75 | |
| Minimum score | | 51 | |
| Median | | 62 | |
| Standard Derivation | | 6,729 | |
| Mean/ Average | | 61,85 | |
| Variance | | 45,285 | |
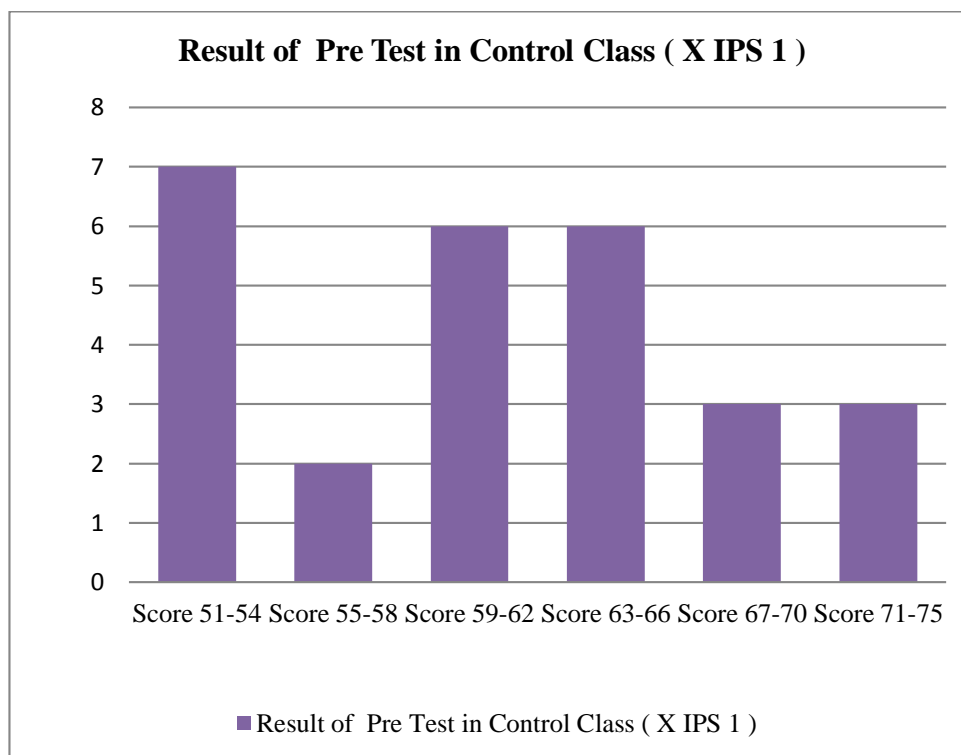
*Figure 4.2*

**Result of Pre-test in Control Class**

Based on table and figure, It could be seen that 7 students got score 51-54 (25,92%), 2 students got score 55-58 (7,40%), 6 students got score 59-62 (22,22%),6 students got score 63-66 (22,22%), 3 students got score 67-70 (11,11%) and 3 students got score 71-75 (11,11%) . The mean of pretest in control class was 61,85, standard of deviation was 6,729 N was 27, median was 62,00, variance was 45.285, minimum score was 51.00 and maximum score was 75.00. The minimum standard criteria for English is 70, and based on data above only 4 students (14,81%) got score more than minimum mastery criteria (MMC ). 23 students got score fail in level for the score <70 (85,18%), it means that most of students get low score.

## 3. Data Analysis of the Treatment

a. First meeting

The first meeting was held on Monday, October 05th, 2020. Each treatment lasted for 60 minutes. In the first treatment the students looked nervous. Researcher explained the material to the students, in this research was recount text. So, they got some general illustration about the recount text. The writer explained about recount text, especially theme and the generic structure of recount text. The topic in the first treatment is "Holiday".

The writer explained of dictation method that was used. In here the researcher explained what dictation method and how the procedure of dictation method. After that, the writer started to read the recount text about holiday for several time at normal speed and after they have listened the recount text they must write from their memory, if necessary they can add their own words. After they finished in the end of the lesson the writer and students discussed together about their writing.

b. Second treatment

In the second treatment the writer administered on Monday, October 12th, 2020. Like previous treatment in each treatment lasted for 60 minutes. The second treatment was better than the first, because the students did not look nervous anymore and they enjoyed the materials given. The topic in the second treatment is "My holiday in bali".

After explaining about the material, the writer told the students that they did exercise while do dictation method like the first treatment. The procedure was same with the previous treatment. After that the writer and students discussed together, then the writer gave chance to the students to ask if they had difficulty.

c. Third treatment

In the third treatment the writer administered on Monday, October 19th, 2020. Like previous treatment in each treatment lasted for 60 minutes. It was better than before because the students felt in accustomed in teaching learning process through dictation method. In this session, the writer discussed about topic " A trip to the zoo ".

After explaining about the material, the writer told the students that they did exercise based on the topic given while using dictation method like the first and the second treatment. The procedure was same with the previous treatments. The students looked interesting in teaching learning process, they enjoyed the material given and enthusiastic to do the task.

**4. Result of Post-test in Experimental Class**

The writer conducted post-test in order to find out the students' increase in writing recount text after they got treatment by using dictation method. The post-test was administered on Monday, October 26th, 2020.

The scores of students' text tested in post-test in the experimental class could be seen bellow:

**Table 4.6**

**Result of Post-test in Experimental Class**

| No | Scale of Score | Total of Students | Percentage |
|----|----------------|-------------------|------------|
| 1 | 64-67 | 6 | 22,22 % |
| 2 | 68-71 | 2 | 7,40 % |
| 3 | 72-75 | 5 | 18,51 % |
| 4 | 76-79 | 4 | 14,81 % |
| 5 | 80-83 | 3 | 11,11 % |
| 6 | 84-87 | 7 | 25,92 % |
| Total | | 27 Students | 100% |
| Maximum score | | 87 | |
| Minimum score | | 62 | |
| Median | | 76 | |
| Standard Derivation | | 7,661 | |
| Mean/ Average | | 76,07 | |
| Variance | | 58,681 | |

**Figure 4.3**

**Result of Post-test in Experimental Class**

Based on table and figure, it could be seen that 6 students got score 64-67 (22,22%), 2 students got score 68-71 (7,40%), 5 students got score 72-75 (18,51%), 4 students got score 76-79 (14,81%), 3 students got score 80- 83 (11,11%) and 7 students got score 84-87 (25,92%). The mean of that post-test in experimental class was 76,07 standard of deviation was 7,661, N was 27, median was 76, variance was 58,687 minimum score was 64.00 and maximum score was 87.00. The minimum standard criteria for English is 70, and based on data above 19 students (70,37%) got score more than minimum mastery criteria (MMC ). Only 8 students got score

fail in level for the score <70 (29,62%), it means that most of students get score more than minimum mastery criteria (MMC).

## 5. Result of Post-test in Control Class

The writer also conducted post-test in control class in order to find out the students' development in writing recount text after they got treatment by using brainstorming technique. The post-test was administered on Wednesday, October 07th,2020. The scores of students' text tested in post-test in the control class could be seen bellow:

**Table 4.7**

**Result of Post-test in Control Class**

| No | Scale of Score | Total of Students | Percentage |
|----|----------------|-------------------|------------|
| 1 | 62-64 | 8 | 29,62 % |
| 2 | 65-67 | 4 | 14,81 % |
| 3 | 68-70 | 6 | 22,22 % |
| 4 | 71-73 | 4 | 14,81 % |
| 5 | 74-77 | 3 | 11,11 % |
| 6 | 78-81 | 2 | 7,40 % |
| Total | | 27 Students | 100% |
| Maximum score | | 81 | |
| Minimum score | | 62 | |
| Median | | 68 | |

| Standard Derivation | 5,263 |
|---|---|
| Mean/ Average | 68,81 |
| Variance | 27,695 |
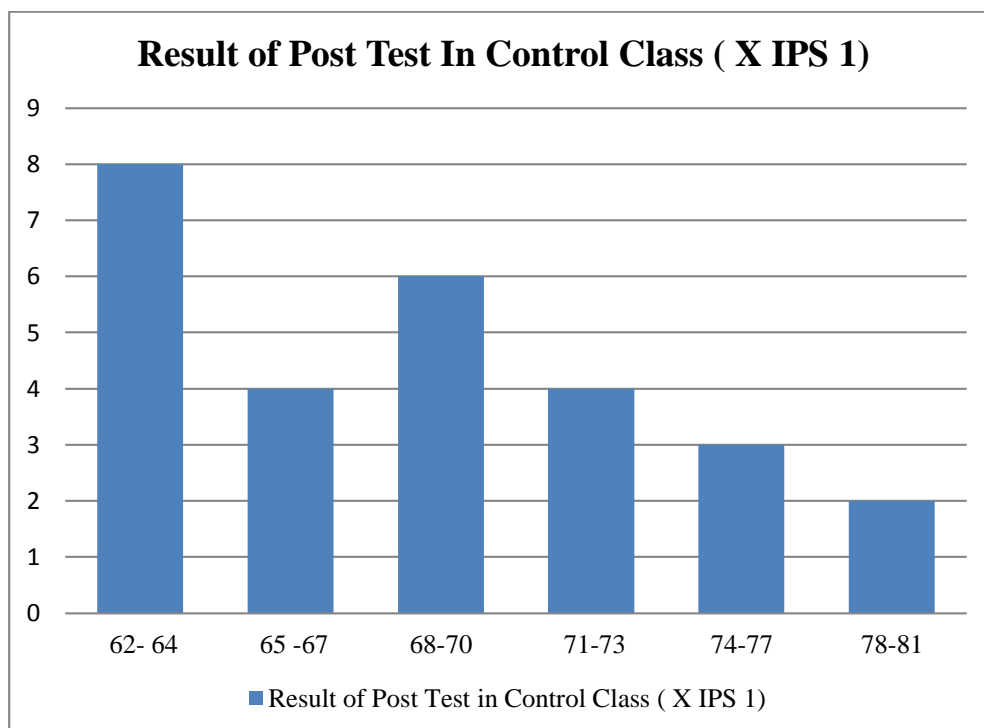


*Figure 4.4*

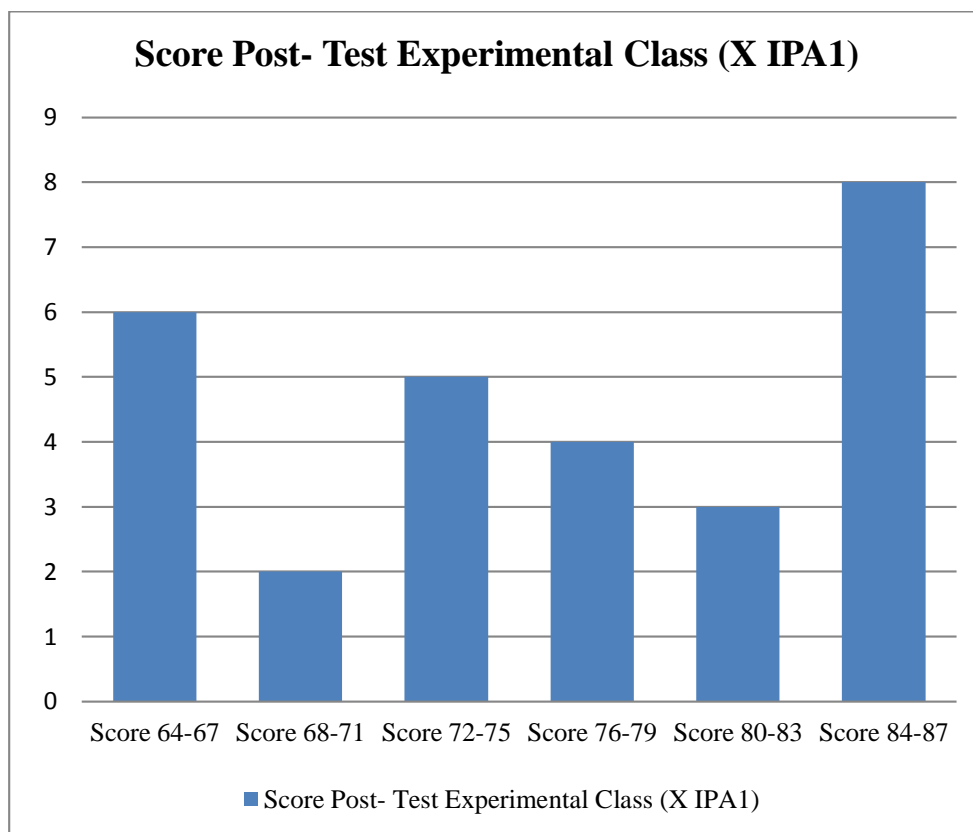**Result of Post-test in Control Class**

Based on table and figure, it could be seen that 8 students got score 62-64 (29,62%), 4 students got score 65-67 (14,81%), 6 students got score 68-70 (22,22%), 4 students got score 71-73 (14,81%), 3 students got score 74-77 (11,11%) and 2 students got score 78-81 (7,40%). The mean of that post-test in control class was 68,81, standard of deviation was 5,263, N

was 27, median was 68.00, variance was 27,695, minimum score was 62.00 and maximum score was 81.00. The minimum standard criteria for English is 70, and based on data above only 11 students (40,74%) got score more than minimum mastery criteria (MMC ) and 16 students got score fail in level for the score <70 (59,25%). It means that most of students get low score.

## C. Data Analysis

### 1. Result of Normality Test

The researcher tested normality test after got score of the students in writing ability at control class and experimental class. The normality test serves to determine whether the residual value was normally distributed or not.

a. The hypotheses are :

**Ha:** The data have normal distribution if sig value > 0,05

**Ho**: The data do not have normal distribution if sig value < 0,05

**Table 4.8**
**Tests of Normality**

| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | Class | Statistic | df | Sig. | Statistic | df | Sig. |
| The result study of students | control class | .148 | 27 | .133 | .931 | 27 | .074 |
| | experimental class | .151 | 27 | .118 | .912 | 27 | .025 |

Based on Table, it can be seen that Sig. (p value) in the table of Kolmogorov-Smimov[a] in control class was 0,133 than in experimental class was 0.118 and standard sig value is $> \alpha = 0.05$. It means that Sig. (p value) in both of classes was bigger than sig value. So, based on the data, it can be concluded that the data was normal distribution.

## 2. Result of Homogeneity Test

The Homogeneity Test is test performed to determine two or more of the data samples comes from the population has variants the same (homogeny).

The writer tested Homogeneity test after he got score of student in control class and experimental class. The criteria of the test are follows:

**Ho** : The variance of the data is not homogeneous when sig $< \alpha = 0.05$

**Ha** : The variance of the data is homogeneous when sig $> \alpha = 0.05$

**Table 4.9**
**Test of Homogeneity of Variances**

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 3.825 | 1 | 52 | .056 |

Based on the results table obtained in the test of homogeneity of variances in the column, it could be seen that Sig. (P value) = 0,056 and standard sig value is $> \alpha = 0.05$. It means that Sig. (P value) in the test of

homogeneity was bigger than sig value. So, based on the data, it can be concluded that the variance of the data was homogenous.

## 3. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests have met the requirements for the t-test. Therefore, the writer used t-test by independent t-test for hypothetical of test.

The hypotheses as follows:

**H$_0$** : The dictation method is not effective in teaching writing ability especially in recount text at tenth graders of SMA Negeri 1 Seputih Raman.

**H$_a$** : The dictation method is effective in teaching writing ability especially in recount text at tenth graders of SMA Negeri 1 Seputih Raman .

The criteria of acceptance or rejection of the hypothesis for Hypothetical T-Test was as following:

**Ha** is accepted if Sig value $< \alpha$ 0.05

**Ho** is accepted if Sig value $> \alpha$ 0.05

**Table 4.10**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) |
| Control and Experimental Class | Equal variances assumed | 5.365 | .025 | 4.058 | 52 | .000 |
| | Equal variances not assumed | | | 4.058 | 46.070 | .000 |

Based on the result table obtained in the independent sample t-test in the table that the value of significant generated Sig. (Pvalue) = 0.000 and standard value is $< \alpha = 0.05$. So, the Sig. (Pvalue) is 0.000 was smaller than $\alpha = 0.05$. The conclusion from the data analysis, there was a significant difference in students learning result at the experimental class that used a treatment dictation method between the control classes that does not got treatment.

In addition, the mean score of post-test in experimental class was 76,07 and the mean score of post-test in control class was 68,81. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. Based on the result of data analysis, the writer concluded that dictation method was effective to teach students' recount text in

writing ability in the first semester at the ten graders of  SMA N 1 Seputih Raman.

**D. Discussion**

The started of the research, the researcher described several procedures used to determine students' writing ability in recount text. Several tests were carried out to collect data such as pre-test and post-test. Initial tests were given to know the quality of students' writing ability on recount text before it is given care by the researcher.

To determine the effect of using the dictation method on students, the researcher was carried out in three treatments. At first treatment held on October 05th, 2020. The second treatment was held on October 12th, 2020. The third treatment was carried out on 19th October 2020. From the data obtained, it can be seen that the results of the students' pre-test and post-test scores show a graph of improvement students' post-test was higher than the pre-test.

Based on data analysis, score of T-test by independent sample t-test is 0.000 was smaller than $\alpha = 0.05$. So, there was a significant difference in result of learning process between in the control class and the experimental class. It means that the used of treatment dictation method has positive affected in the learning process of writing, especially in the recount text.

In addition, the dictation method had effect to students' writing ability especially in recount text because according Nawal Benmostefa dictation helps

develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down. It was means, the dictation method makes students improve their memory in the process of learning writing. Students got new challenges in learning languages, especially in the learning foreign languages, because with this method student was required to focus on the learning process.

Furthermore, the dictation method would make students understand much more about the material being taught of writing because students would pay more attention to what is conveyed by the teacher. So, the students was interested in the learning process because with dictation method students was required to remember what the speaker said before writing it down.

Finally, the mean score of post-test in experimental class was 76,07 and the mean score of post-test in control class was 68,81. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. Based on the result of data analysis, the writer concluded that dictation method was effective to teach students' recount text in writing ability in the first semester at the ten graders of  SMA N 1 Seputih Raman.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Dictation method is one of the methods in learning writing. By using dictation, it would help the students to develop their idea in writing recount text. Based on the analysis and result of the research, the researchers conclude that dictation method has a positive significant result toward the students' writing ability. It can be seen from the result of the students' in the post-test test between control class and experimental class.

The post-test was given to measure the effectiveness of dictation method towards students' recount text writing ability in both classes after treatments done. The result of independent sample t- test or sig. (2-tailed) was 0.000. It was lower than $\alpha = 0.05$. So, there was a significant difference in students learning result at the experimental class that used a treatment dictation method between the control class that does not got treatment.

Based on the result of data analysis, the mean score of post-test in experimental class was 76,07 and the mean score of post-test in control class was 68,81. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

Based on the result of data analysis, the writer conclude that dictation method was effective to teach students recount text in writing ability in the first semester at the ten graders of  SMA N 1 Seputih Raman .

**B. Suggestion**

In reference to the conclusion above, the writer proposed suggestions as follows:

1. Suggestion to the Teacher

In this research the writer found out that dictation method was effective for students' in teaching writing ability especially recount text, the English teacher can use dictation method as one of the method in teaching writing especially recount text.

2.  Suggestion to the Students

The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative to make a good written especially in recount text.

3. Suggestion to the Other Writers

In this research, the writer used dictation method to help students at Senior High School in process learning especially in recount text ability. For the next, writers can conduct this method on different levels of students and other English skills such as speaking, reading and listening.

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# APPENDICES

**Kegitan pen  yerahan surat izin research dan surat tugas ke pihak sekolah**

Pre  test control class



Pre test experimental class

Treatment I



Treatment II

Treatment III

POST TEST CONTROL CLASS

Post test experimental class

**Table of List Document Point at the Senior High School 1 Seputih Raman Central Lampung**

| No | Documentation Points | Availability |
|---|---|---|
| 1 | Profil Of Senior High School 1 Central Lampung, Lampung | ✓ |
| 2 | Condition Of The Teacher And Official Employers In Senior High School 1 Central Lampung,Lampung | ✓ |
| 3 | Organization structure of Senior High School 1 Central Lampung,Lampung | ✓ |
| 4 | Facilities | ✓ |
| 5 | Location Sketch | ✓ |

Note.

( ✔ ) Tick for each positive availability

**Tes**

1. Pre-test

   Pre-test instrument
   (Control & Experimental Class)

   Name:

   Class:

   Subject            : English

   Class / semester   : X / 1

   Sub matter         : Writing

   Sub subject        : Recount Text

   Time allocation    : 60 minutes

   Instruction   :

      1. Write your name and your class clearly on your paper.

      2. Use your time adequately.

      3. Work individually

   Direction   :

   1. Make short recount text that consist of approximately 80-100 words

   2. Write your recount text by choosing the topic given bellow:

      a. A trip to the beach.

      b. Happy experience

      c. A trip to the mountain

      d. Went to shopping.

2. Post-test

Post-test Instrument (Control Class)

Name:

Class:

Subject          : English

Class / semester    : X / 1

Sub matter        : Writing

Sub subject       : Recount Text

Time allocation     : 60 minutes

Instruction   :

1. Write your name and your class clearly on your paper.

2. Use your time adequately.

3. Work individually

Direction   :

1. Make short recount text that consist of approximately 80-100 words

2. Write your recount text based on personal experience with the topic "*holiday".*

3. Treatment for Experimental Class

Subject          : English

Class / semester     : X / 1

Sub matter        : Writing

Sub subject       : Recount Text

Time allocation     : 60 minutes

Instruction   :

    1. Write your name and your class clearly on your paper.

    2. Use your time adequately.

    3. Work individually.

    4. write the text after the teacher has finished dictating.

Instrument Treatment for Experimental Class By Using Dictation Method.

# HOLIDAY

Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.

On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see Dunia Fantasi Dolphin show.

On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

## My Holiday in Bali

Last holiday, my friends and I trip to Bali for holiday. We were there for three days. We got many beautiful experiences during the vacation.

First day, we visited Kuta Beach in the morning. We saw the lovely sunrise there. It was beautiful view. Then, we were back to the hotel at the night.

Next day, we went to Tanah Lot. Tanah lot was nice place. It was lovely place for taking photo. We saw so many tourists there.

Three day, we visited to Sukowati Market. I bought Bali T-Shirt, souvenirs and some traditional food from Bali.

At the night, we had to check out from the our hotel. We went back home and it was so many unforgettable memories of Bali.

## A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

4. Post-test

Post-test Instrument (Experimental Class)

Name:

Class:

Subject : English

Class / semester : X / 1

Sub matter : Writing

Sub subject : Recount Text

Time allocation : 60 minutes

Instruction :

1. Write your name and your class clearly on your paper.

2. Use your time adequately.

3. Work individually

Direction :

1. Make short recount text that consist of approximately 80-100 words

2. Write your recount text based on personal experience with the topic "*holiday*".

List total score of students X IPA 1(Pre-Test experimental class)

SMA Negeri 1 Seputih Raman,Central Lampung. Lampung

| No | Name | Researcher | Second Assessor | Score total (average) |
|---|---|---|---|---|
| 1 | ARP | 74 | 72 | 73 |
| 2 | AF | 53 | 55 | 54 |
| 3 | AZM | 59 | 61 | 60 |
| 4 | AFA | 54 | 56 | 55 |
| 5 | ADA | 51 | 53 | 52 |
| 6 | AEF | 59 | 61 | 60 |
| 7 | APN | 52 | 50 | 51 |
| 8 | AAA | 53 | 57 | 55 |
| 9 | DA | 59 | 61 | 60 |
| 10 | DPS | 66 | 68 | 67 |
| 11 | DY | 59 | 57 | 58 |
| 12 | EI | 69 | 67 | 68 |
| 13 | FAA | 51 | 53 | 52 |
| 14 | KAS | 73 | 75 | 74 |
| 15 | MIM | 55 | 57 | 56 |
| 16 | MAP | 62 | 64 | 63 |
| 17 | MA | 70 | 72 | 71 |

| 18 | NFP | 62 | 64 | 63 |
|----|-----|----|----|----|
| 19 | NA | 62 | 64 | 63 |
| 20 | PYN | 71 | 73 | 72 |
| 21 | RC | 63 | 65 | 64 |
| 22 | RAP | 63 | 65 | 64 |
| 23 | SNW | 64 | 62 | 62 |
| 24 | SN | 70 | 72 | 71 |
| 25 | SJ | 72 | 74 | 73 |
| 26 | SM | 74 | 72 | 73 |
| 27 | TPA | 68 | 66 | 67 |

List score total of students X IPA 1( Post -Test experimental class)

SMA Negeri 1 Seputih Raman,Central Lampung. Lampung.

| No | Name | Researcher | Second Assessor | Score total (average) |
|----|------|-----------|-----------------|----------------------|
| 1 | ARP | 75 | 77 | 76 |
| 2 | AF | 66 | 68 | 67 |
| 3 | AZM | 78 | 76 | 77 |
| 4 | AFA | 72 | 74 | 73 |
| 5 | ADA | 64 | 66 | 65 |
| 6 | AEF | 63 | 65 | 64 |
| 7 | APN | 69 | 67 | 68 |

| 8 | AAA | 80 | 84 | 82 |
|----|-----|----|----|----|
| 9 | DA | 65 | 69 | 67 |
| 10 | DPS | 67 | 65 | 66 |
| 11 | DY | 85 | 89 | 87 |
| 12 | EI | 84 | 82 | 83 |
| 13 | FAA | 67 | 69 | 68 |
| 14 | KAS | 76 | 74 | 75 |
| 15 | MIM | 77 | 75 | 76 |
| 16 | MAP | 73 | 75 | 74 |
| 17 | MA | 77 | 79 | 78 |
| 18 | NFP | 85 | 85 | 85 |
| 19 | NA | 72 | 76 | 74 |
| 20 | PYN | 76 | 74 | 75 |
| 21 | RC | 86 | 84 | 85 |
| 22 | RAP | 65 | 67 | 66 |
| 23 | SNW | 83 | 85 | 84 |
| 24 | SN | 87 | 87 | 87 |
| 25 | SJ | 86 | 84 | 85 |
| 26 | SM | 86 | 82 | 84 |
| 27 | TPA | 85 | 81 | 83 |

List score total of students X IPS 1 (Pre-Test Control Class)

SMA Negeri 1 Seputih Raman, Central Lampung. Lampung

| No | Name | Researcher | Second assessor | Score total (average) |
|---|---|---|---|---|
| 1 | AADS | 53 | 55 | 54 |
| 2 | AB | 50 | 52 | 51 |
| 3 | ADN | 53 | 55 | 54 |
| 4 | AF | 72 | 74 | 73 |
| 5 | BA | 67 | 65 | 66 |
| 6 | BTC | 51 | 55 | 53 |
| 7 | BTC | 63 | 65 | 64 |
| 8 | DAMU | 52 | 56 | 54 |
| 9 | EA | 63 | 61 | 62 |
| 10 | EM | 54 | 56 | 55 |
| 11 | EY | 59 | 61 | 60 |
| 12 | HTI | 56 | 58 | 57 |
| 13 | IW | 55 | 53 | 54 |
| 14 | KS | 66 | 68 | 67 |
| 15 | KS | 60 | 64 | 62 |
| 16 | LDS | 64 | 66 | 65 |
| 17 | MKPZ | 69 | 69 | 69 |
| 18 | MDPA | 71 | 73 | 72 |

| 19 | RS | 74 | 76 | 75 |
|----|------|----|----|----|
| 20 | RIW | 60 | 64 | 62 |
| 21 | RP | 63 | 65 | 64 |
| 22 | RR | 63 | 61 | 62 |
| 23 | SAN | 61 | 63 | 62 |
| 24 | SRI | 63 | 63 | 63 |
| 25 | SBP | 52 | 56 | 54 |
| 26 | VL | 69 | 71 | 70 |
| 27 | YIN | 65 | 67 | 66 |

List score total of students X IPS 1 ( Post-Test Control Class)

SMA Negeri 1 Seputih Raman, Central Lampung. Lampung

| No | Name | Researcher | Second assessor | Score total (average) |
|----|------|------------|-----------------|------------------------|
| 1 | AADS | 62 | 66 | 64 |
| 2 | AB | 73 | 75 | 74 |
| 3 | ADN | 66 | 62 | 64 |
| 4 | AF | 70 | 72 | 71 |
| 5 | BA | 64 | 62 | 63 |
| 6 | BTC | 62 | 66 | 64 |
| 7 | BTC | 70 | 72 | 71 |
| 8 | DAMU | 78 | 76 | 77 |

| 9 | EA | 65 | 65 | 65 |
|---|---|---|---|---|
| 10 | EM | 71 | 73 | 72 |
| 11 | EY | 61 | 63 | 62 |
| 12 | HTI | 69 | 71 | 70 |
| 13 | IW | 80 | 78 | 79 |
| 14 | KS | 80 | 82 | 81 |
| 15 | KS | 68 | 70 | 69 |
| 16 | LDS | 75 | 77 | 76 |
| 17 | MKPZ | 69 | 67 | 68 |
| 18 | MDPA | 65 | 67 | 66 |
| 19 | RS | 69 | 69 | 69 |
| 20 | RIW | 62 | 66 | 64 |
| 21 | RP | 65 | 67 | 66 |
| 22 | RR | 69 | 71 | 70 |
| 23 | SAN | 74 | 72 | 73 |
| 24 | SRI | 63 | 65 | 64 |
| 25 | SBP | 63 | 61 | 62 |
| 26 | VL | 67 | 69 | 68 |
| 27 | YIN | 67 | 65 | 66 |

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Nama Madrasah        : SMA NEGERI 1 SEPUTIH RAMAN

Mata Pelajaran        : Bahasa Inggris

Kelas/Semester        : X/1

Keterampilan Bahasa  : Writing

Tema/Topik           : Recount text

Pertemuan ke-        : 1 pre test  (Control dan Experimental Class)

Alokasi Waktu        : 3x20 menit (1 pertemuan)

## A.  Kompetensi Inti (KI)

1. Menghayati dan mengamalkan  ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai),  santun, responsif dan pro-aktif  dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji  dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu  menggunakan metoda sesuai kaidah keilmuan.

**B. KOMPETENSI DASAR**

3.1  Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

3.2  Menangkap makna dalam teks recount lisan dan tulis sederhana.

3.3 Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

**C. INDIKATOR PENCAPAIAN KOMPETENSI (IPK)**

| Indikator Pencapaian Kompetensi | Nilai Budaya Dan Karakter Bangsa |
|---|---|
| 1. Menyusun kalimat menjadi teks yang bermakna dalam bentuk recount text. 2. Menulis teks essai dalam bentuk dan recount . 3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana. | Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggungjawab, mandiri |

**D. TUJUAN PEMBELAJARAN**

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi topic sebuah teks fungsional pendek yang ditulis

2. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang ditulis

3. Mengidentifikasi tujuan teks fungsional pendek yang ditulis.

**E. MATERI PEMBELAJARAN**

**1. Recount text**

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

**2. Generic Structure Recount Text**

a. Orientation

Tells who was involved, what happened, where the events took place, and when it happened.

b. Events

Tell what happened and in what sequence.

c. Reorientation

Consists of optional-closure of events/ending.

Example of Recount Text:

**Our trip to the Blue Mountain**

On Friday we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scary then mummy and I went shopping with della, we went to some antique shop and I tried on some old hats. On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home that was very pleasant moment with my family that I ever got.

**F. METODE PEMBELAJARAN**

Direct Method

**G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

**1. Kegiatan Awal**

a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)

b. Mengecek kehadiran siswa(nilai yang ditanamkan: disiplin, rajin)

c. Mereview palajaran sebelumnya

**2. Kegiatan Inti**

*a. Eksplorasi*

Dalam kegiatan eksplorasi guru:

1) Bertanya kepada siswa apa yang mereka ketahui tentang recount text

**b. Elaborasi**

***Dalam kegiatan elaborasi guru:***

1) Menjelaskan materi tentang recount text
2) Memberi contoh recount text
3) Meminta siswa untuk mengidentifikasi generic structure pada recount text
4) Mendiskusikan generic structure recount text bersama siswa
5) Memberikan sebuah topic
6) Meminta siswa untuk menulis apa yang ada dipikiran mereka tentang topic yang telah diberikan
7) Meminta siswa untuk membuat sebuah teks dalam bentuk recount.

**c. Konfirmasi**

Dalam kegiatan konfirmasi guru:

1) Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis recount text

2) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya. Kegiatan Akhir.

### 3. Kegiatan Akhir

a. Siswa diminta membuat rangkuman dari materi mengenai recount text

b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

c. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi recount

## H. MEDIA PEMBELAJARAN

1. papan tulis

2. spidol

3. Buku teks yang relevan

## I. SUMBER PEMBELAJARAN

Buku :Bahan Ajar Bahasa Inggris mengenai recount text

## J. PENILAIAN

a. Jenis tagihan      : Pre-test control and Experimental class

b. Bentuk instrument    : Essay

c. Instrument       : Terlampir di bawah ini

d. Pedoman penilaian

Kemampuan siswa dalam membuat recount text berdasarkan lima aspek.

| Aspek | Deskripsi | Skor |
|---|---|---|
| Content | Isi sesuai dengan tujuan. | 20 |
| Organization | Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph. | 20 |
| Vocabulary | Ketepatan penggunaan kosa kata. | 30 |
| Language use | Ketepatan penggunaan bahasa, tingkat | 30 |

| | | |
|---|---|---|
| | kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis efektif dan mudah di pahami. | |
| Mechanics | Ketepatan tanda baca dan ejaan | 10 |

Instrument Pertemuan Pertama:

Write your recount text by choosing the topic given bellow:

a. A trip to the beach.      b. Happy experience

c. A trip to the mountain      d. Went to shopping


Seputih Raman,  September 2020


Guru Mata Pelajaran                                        Mahasiswa Praktikum




**DWI ANDARIYANI,S.Pd**                                        **ARIF TRIANTO**
**NIP 196904291997022003**                                        **NPM 1601070067**

Mengetahuai

Kepala SMA Negeri 1 Seputih Raman




**Drs NYOMAN SUARNO,M.M**
**NIP 196604121991031014**

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP)

Nama Madrasah      : SMA NEGERI 1 SEPUTIH RAMAN

Mata Pelajaran       : Bahasa Inggris

Kelas/Semester       : X/1

Keterampilan Bahasa  : Writing

Tema/Topik            : Recount text

Pertemuan ke-        : 1 ( Post Control  Class)

Alokasi Waktu       : 3x20 menit (1 pertemuan)

## A.  Kompetensi Inti (KI)

1. Menghayati dan mengamalkan  ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai),  santun, responsif dan pro-aktif  dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar,  dan menyaji  dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu  menggunakan metoda sesuai kaidah keilmuan

**B. KOMPETENSI DASAR**

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

3.2 Menangkap makna dalam teks recount lisan dan tulis sederhana.

3.3 Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

**C. INDIKATOR PENCAPAIAN KOMPETENSI (IPK)**

| Indikator Pencapaian Kompetensi | Nilai Budaya Dan Karakter Bangsa |
|---|---|
| 1. Menyusun kalimat menjadi teks yang bermakna dalam bentuk recount text. <br> 2. Menulis teks essai dalam bentuk dan recount . <br> 3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana. | Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggungjawab, mandiri |

**D. TUJUAN PEMBELAJARAN**

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi topic sebuah teks fungsional pendek yang ditulis

2. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang ditulis

3. Mengidentifikasi tujuan teks fungsional pendek yang ditulis.

**E. MATERI PEMBELAJARAN**

**1. Recount text**

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b. Events

Tell what happened and in what sequence.

c. Reorientation

Consists of optional-closure of events/ending.

Example of Recount Text:

**Our trip to the Blue Mountain**

On Friday we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scary then mummy and I went shopping with della, we went to some antique shop and I tried on some old hats. On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home that was very pleasant moment with my family that I ever got.

## F. METODE PEMBELAJARAN

Brainstorming Technique

## G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

### 1. Kegiatan Awal

a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang

kelas (nilai yang ditanamkan: santun, peduli)

b. Mengecek kehadiran siswa(nilai yang ditanamkan: disiplin, rajin)

c. Mereview palajaran sebelumnya

### 2. Kegiatan Inti

#### a. Eksplorasi

Dalam kegiatan eksplorasi guru:

2) Bertanya kepada siswa apa yang mereka ketahui tentang recount text

#### b. Elaborasi

**Dalam kegiatan elaborasi guru:**

8)      Menjelaskan materi tentang recount text
9)      Memberi contoh recount text
10)    Meminta siswa untuk mengidentifikasi generic structure pada recount text
11)    Mendiskusikan generic structure recount text bersama siswa
12)    Memberikan sebuah topic
13)    Meminta siswa untuk menulis apa yang ada dipikiran mereka tentang topic yang telah  diberikan
14)    Meminta siswa untuk membuat sebuah teks dalam bentuk recount.

#### c. Konfirmasi

Dalam kegiatan konfirmasi guru:

3) Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis recount text

4) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya. Kegiatan Akhir.

### 3. Kegiatan Akhir

a. Siswa diminta membuat rangkuman dari materi mengenai recount text

b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

## H. MEDIA PEMBELAJARAN

1. papan tulis

2. spidol

3. Buku teks yang relevan

## I. SUMBER PEMBELAJARAN

Buku :Bahan Ajar Bahasa Inggris mengenai recount text

## J. PENILAIAN

a. Jenis tagihan            : Post-test control class

b. Bentuk instrument      : Essay

c. Instrument             : Terlampir di bawah ini

d. Pedoman penilaian

Kemampuan siswa dalam membuat recount text berdasarkan lima aspek.

| Aspek | Deskripsi | Skor |
|---|---|---|
| Content | Isi sesuai dengan tujuan. | 20 |
| Organization | Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph. | 20 |
| Vocabulary | Ketepatan penggunaan kosa kata. | 30 |
| Language use | Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis | 30 |

| | efektif dan mudah di pahami. | |
|---|---|---|
| Mechanics | Ketepatan tanda baca dan ejaan | 10 |

Instrument posttest control class

Write your recount text based on personal experience with the topic "*holiday*".

Seputih Raman,  September 2020

Guru Mata Pelajaran                                    Mahasiswa Praktikum

**DWI ANDARIYANI,S.Pd**                              **ARIF TRIANTO**
**NIP 196904291997022003**                          **NPM 1601070067**

Mengetahuai

Kepala SMA Negeri 1 Seputih Raman

**Drs NYOMAN SUARNO,M.M**
**NIP 196604121991031014**

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP)

Nama Madrasah       : SMA NEGERI 1 SEPUTIH RAMAN

Mata Pelajaran       : Bahasa Inggris

Kelas/Semester       : X/1

Keterampilan Bahasa  : Writing

Tema/Topik         : Recount text

Pertemuan ke-       : 1 ( Post Experimental  Class)

Alokasi Waktu       : 3x20 menit (1 pertemuan)

## A.  Kompetensi Inti (KI)

1. Menghayati dan mengamalkan  ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai),  santun, responsif dan pro-aktif  dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji  dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu  menggunakan metoda sesuai kaidah keilmuan

## B. KOMPETENSI DASAR

3.1   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

3.2   Menangkap makna dalam teks recount lisan dan tulis sederhana.

3.3  Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

## C. INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

| Indikator Pencapaian Kompetensi | Nilai Budaya Dan Karakter Bangsa |
|---|---|
| 1. Menyusun kalimat menjadi teks yang bermakna dalam bentuk recount text. 2. Menulis teks essai dalam bentuk dan recount . 3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana. | Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggungjawab, mandiri |

## D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi topic sebuah teks fungsional pendek yang ditulis

2. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang ditulis

3. Mengidentifikasi tujuan teks fungsional pendek yang ditulis.

**E. MATERI PEMBELAJARAN**

**1. Recount text**

Recount text is a text that telling the reader about one story, action or activity. The goal is to entertaining or informing the reader.

**2. Generic Structure Recount Text**

a. Orientation

Tells who was involved, what happened, where the events took place, and when it happened.

b. Events

Tell what happened and in what sequence.

c. Reorientation

Consists of optional-closure of events/ending.

Example of recount text

**A Trip to the Zoo**

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

**Our trip to the Blue Mountain**

On Friday we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scary then mummy and I went shopping with della, we went to some antique shop and I tried on some old hats. On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home that was very pleasant moment with my family that I ever got.

**HOLIDAY**

Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.

On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see Dunia Fantasi Dolphin show.

On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

**F. METODE PEMBELAJARAN**

Dictation Method

## G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

### 1. Kegiatan Awal

a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang

kelas (nilai yang ditanamkan: santun, peduli)

b. Mengecek kehadiran siswa(nilai yang ditanamkan: disiplin, rajin)

c. Mereview palajaran sebelumnya

### 2. Kegiatan Inti

#### *a. Eksplorasi*

Dalam kegiatan eksplorasi guru:

3) Bertanya kepada siswa apa yang mereka ketahui tentang recount text

#### b. Elaborasi

##### *Dalam kegiatan elaborasi guru*:

15) Menjelaskan materi tentang recount text
16) Memberi contoh recount text
17) Meminta siswa untuk mengidentifikasi generic structure pada recount text
18) Mendiskusikan generic structure recount text bersama siswa
19) Memberikan sebuah topic
20) Membacakan sebuah recount text pada kecepetan normal, biasanya dua atau tiga kali
21) Meminta murit untuk menulis kembali teks yang dibaca, sepanjang ingatan mereka.

#### c. Konfirmasi

Dalam kegiatan konfirmasi guru:

5) Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis recount text

6) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya. Kegiatan Akhir.

## 3. Kegiatan Akhir

a. Siswa diminta membuat rangkuman dari materi mengenai recount text

b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

c. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi recount

## H. MEDIA PEMBELAJARAN

1. papan tulis

2. spidol

3. Buku teks yang relevan

## I. SUMBER PEMBELAJARAN

Buku :Bahan Ajar Bahasa Inggris mengenai recount text

## J. PENILAIAN

a. Jenis tagihan          : Post-test control class

b. Bentuk instrument     : Essay

c. Instrument            : Terlampir di bawah ini

d. Pedoman penilaian

Kemampuan siswa dalam membuat recount text berdasarkan lima aspek.

| Aspek | Deskripsi | Skor |
|-------|-----------|------|
| Content | Isi sesuai dengan tujuan. | 20 |
| Organization | Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph. | 20 |
| Vocabulary | Ketepatan penggunaan kosa kata. | 30 |

| Language use | Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis efektif dan mudah di pahami. | 30 |
| --- | --- | --- |
| Mechanics | Ketepatan tanda baca dan ejaan | 10 |

Instrument posttest control class

Write your recount text based on personal experience with the topic "*holiday*".

Seputih Raman,
Oktober 2020

Guru Mata Pelajaran                                            Mahasiswa Praktikum

**DWI ANDARIYANI,S.Pd**                                  **ARIF TRIANTO**
**NIP 196904291997022003**                            **NPM 1601070067**

Mengetahuai

Kepala SMA Negeri 1 Seputih Raman

**Drs NYOMAN SUARNO,M.M**
**NIP 196604121991031014**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

IAIN
M E T R O  Telp (0725) 41507; Faks (0725) 47296; Website: diglib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-873/In.28/S/U.1/OT.01/11/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

| | |
|---|---|
| Nama | : ARIF TRIANTO |
| NPM | : 1601070067 |
| Fakultas / Jurusan | : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris |

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070067

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 November 2020
Kepala Perpustakaan

Mokhtaridi Sudin, M.Pd
NIP. 195808311981031001

Nomor : B-0054/In.28.1/J/TL.00/01/2020
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMA N 1 SEPUTIH RAMAN
di-
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

| | | |
|---|---|---|
| Nama | : | **ARIF TRIANTO** |
| NPM | : | 1601070067 |
| Semester | : | 7 (Tujuh) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Pendidikan Bahasa Inggris |
| Judul | : | THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADE OF SMA N 1 SEPUTIH RAMAN |

untuk melakukan *pra-survey* di SMA N 1 SEPUTIH RAMAN.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 6 Januari 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

Nomor       : B-2405/In.28.1/J/TL.00/8/2020          Metro, 26 Agustus 2020
Lampiran    : -
Perihal     : **BIMBINGAN SKRIPSI**

Kepada Yth.,
1. Ahmad Subhan Roza, M.Pd. (Pembimbing I)
2. Andianto, M.Pd (Pembimbing II)
Di-
   Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

| | | |
|---|---|---|
| Nama | : | Arif Trianto |
| NPM | : | 1601070067 |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | TBI |
| Judul | : | THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADE OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG |

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian
Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

*Wassalamu'alaikum Wr. Wb*

                                              Ketua Jurusan TBI

                                              Ahmad Subhan Roza, M.Pd
                                              NIP. 197606102008011014

# SURAT TUGAS
Nomor: B-2596/In.28/D.1/TL.01/09/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

| | | |
|---|---|---|
| Nama | : | **ARIF TRIANTO** |
| NPM | : | 1601070067 |
| Semester | : | 9 (Sembilan) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Untuk :

1. Mengadakan observasi/survey di SMA NEGERI 1 SEPUTIH RAMAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADE OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 23 September 2020

Mengetahui,
Pejabat Setempat

SMA NEGERI 1
SEPUTIH RAMAN

SUARBAD, MM.

Wakil Dekan I,

**Dra. Isti Fatonah MA**
NIP 19670531 199303 2 003

Nomor : B-2597/In.28/D.1/TL.00/09/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1 SEPUTIH
RAMAN
di-
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2596/In.28/D.1/TL.01/09/2020, tanggal 23 September 2020 atas nama saudara:

| | | |
|---|---|---|
| Nama | : | **ARIF TRIANTO** |
| NPM | : | 1601070067 |
| Semester | : | 9 (Sembilan) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 SEPUTIH RAMAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADE OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 September 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

# UJI TURNITIN FTIK IAIN Metro

## SURAT KETERANGAN
Nomor : TBI-7.0019/PTF/12/2020

Tim Turnitin FTIK IAIN Metro menerangkan bahwa **Tes Turnitin Skripsi Jurusan TBI** telah selesai dilakukan pemeriksaan duplikasi dengan membandingkan artikel-artikel lain menggunakan perangkat lunak Turnitin pada tanggal **03 Desember 2020**

| | | |
|---|---|---|
| Judul | : | THE EFFECTIVENESS OF DICTATION METHOD IN TEACHING WRITING ABILITY AT TEN GRADE OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG |
| Penulis | : | ARIF TRIANTO |
| NPM/Jurusan | : | 1601070067/TBI |
| No. Pemeriksaan | : | TS.07.0025 |

Dengan Hasil sebagai berikut:

Tingkat Kesamaan diseluruh artikel (Similarity Index) yaitu 20%

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

*Wassalamualaikum, Wr. Wb*

Metro, 03 Desember 2020
Hormat kami,
**Tim Turnitin FTIK**

- Draf yang dilampirkan dalam Ujian Skripsi yaitu skripsi yang telah ditumitin (bisa itu yang asli atau dari dari hasil turnitin)

Mengetahui,
Metro, ........................
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH VI
## SMA NEGERI 1 SEPUTIH RAMAN

*Jalan Raya Seputih Raman Kabupaten Lampung Tengah 34155 Email smpn1seputihraman@yahoo.co.id*

Nomor : 421.3/017/V.01/SMA /2020

Lampiran : -

Perihal : Balasan Izin Pra-Survey

Yth.

Dekan Institut Agama Islam Negeri Metro

Di Tempat

Dengan hormat,

Menindaklanjuti surat Nomor B-0054/In.28.1/J/TL.00/01/2020 tanggal 06 Januari 2020 perihal izin pra-survey, bahwa saya selaku Kepala SMA Negeri 1 Seputih Raman Kabupaten Lampung Tengah memberikan izin untuk melakukan pra-survey kepada mahasiswa :

| No | NAMA MAHASISWA | NPM | PRODI |
|----|----------------|-----|-------|
| 1 | ARIF TRIANTO | 1601070067 | PENDIDIKAN BAHASA INGGRIS |

Demikian surat balasan ini, atas perhatian saya ucapkan terima kasih.

Seputih Raman, 15 Januari 2020
Kepala SMAN 1 Seputih Raman
Kabupaten Lampung Tengah

**Drs. NYOMAN SUARMO, MM**
NIP. 19660412 199103 1 014

Nomor        : 421.3/234/V.01/SMA /2020

Lampiran     : -

Perihal      : Balasan Izin Research

Yth.

Dekan Institut Agama Islam Negeri Metro

Di Tempat

Dengan hormat,

Menindaklanjuti surat Nomor B-2597/In.28/D/TL.00/09/2020 tanggal 23 September 2020 perihal izin Research, bahwa saya selaku Kepala SMA Negeri 1 Seputih Raman Kabupaten Lampung Tengah memberikan izin untuk melakukan Research kepada mahasiswa :

| No | NAMA MAHASISWA | NPM | PRODI |
|----|----------------|-----|-------|
| 1 | Arif Trianto | 1601070067 | PENDIDIKAN BAHASA INGGRIS |

Demikian surat balasan ini, atas perhatian saya ucapkan terima kasih.

Seputih Raman, 05 Oktober 2020
Kepala SMAN 1 Seputih Raman
Kabupaten Lampung Tengah

**DRS. NYOMAN SUARMO, MM**
NIP. 19660412 199103 1 014

## KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
## FAKULTAS TARBIYAH DAN ILMU KEGURUAN
## IAIN METRO

Nama : Arif Trianto  
NPM : 1601070067

Jurusan : TBI  
Semester : IX

| No | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------|----|----|------------------------------|------------------------|
|    |              | ✓  |    | Revise Abstract              |                        |
|    |              | ✓  |    | Revise Chapter III           |                        |
|    |              | ✓  |    | M munyon                     |                        |

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**IAIN METRO**

Nama : Arif Trianto
NPM : 1601070067

Jurusan : TBI
Semester : IX

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Pembimbing |
|----|--------------|------------|----|-----------------------------|--------------------------|
| | | I | II | | |
| | 02/200 | | | - Reprint your Research Result | |
| | | | | - Prepare training | |
| | 16/20 | | | Revise Chapter IV | |
| | 25/2 | | | Revise all Chapter V | |
| | 2/12 | | | Ready Munaqosah Acc Pb | |

Mengetahui
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Andianto, M.Pd.**
NIP. 19871102 201503 1 004

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Arif Trianto

NPM : 1601070067

Fakultas : TARBIYAH

Jurusan : TBI

Angkatan : 2016

Telah menyerahkan buku berjudul  Second  Language  Acquisition

_____

_____

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014

# CURRICULUM VITE

The author has named Arif Trianto was born in Ratna Chaton kec. Sep. Raman on April 7th, 1997. The son of the couple   from Mr. Budiyono and Mrs. Sukartinah.  Currently the author lives in the village of Ratna Chaton, Kec. Sep Raman Kab. Central Lampung. The author's when elementary school was taken at SD Negeri 2 Ratna Chaton and finished in 2009. Then he continued in Junior High School at SMP Wiratama Kota Gajah and graduated in 2012. Meanwhile, Senior High School was taken at SMAN 1 Seputih Banyak, and completed in 2015. Then in 2016 the author continued his education at IAIN METRO by majoring in English education program.