IMPROVING STUDENTS WRITING SKILLS BY DICTATION TECHNIQUE AT SMK ANALIS MANDALA BHAKTI PALOPO

A Thesis

Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for S.Pd Degree in English Education

IAIN PALOPO

Compiled By

MURTHI PRAYUDI

REG. NUMBER: 17.0202.0201

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022

THESIS APPROVAL

This thesis entitled "**Improving students writing skills by dictation technique at SMK analis Mandala Bhakti Palopo**", which was written by Murthi prayudi, Reg. Num. 17 0202 0201, English Language Education Study Program of Education and Teacher Training faculty, The State Islamic Institute of Palopo and has been examined and defended in the Munaqasyah examination which is carried out on **Thursday, Mei 12th** ; it is authorized and acceptable as fulfillment for the undergraduate degree in English Language Education Study Program.

Palopo, 22nd Agust 2023, M
Muharram 11th 1445 H

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Assalamu'alaikum warahmatullahi wabarakatuh

Selain melakukan bimbingan, baik dari segi isi,bahasa, maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini :

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Judul Skripsi : Improving Students Writing Skills by Dictation Technique at SMK Analis Mandala Bhakti Palopo

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat – syarat akademik dan layak diajukan untuk diujikan pada ujian / seminar hasil penelitian.

Demikian untuk diproses selanjutnya.

Wassalamu'alaikum warahmatullahi wabarakatuh.

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Demikian pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

ernyataan,

Murthi Prayudi

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بسم الله الرحمن الرحيم

In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet, Muhammad SAW peace be upon him. Alhamdulillah the writer expresses his gratitude to the almighty Allah SWT that has given the guidance, chance, and health: so the writer could finish the thesis entitled "Improving Students Writing Skills by Dictation Technique at SMK Analis Mandala Bhakti Palopo"

The writer realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people, even though this thesis is still far from being perfect. Therefore the writer would like to express his deepest gratitude to them.

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11. The Writer thanks my beloved parents, Idham Halid and Junisha, who always give the researcher support, blessing, financial support during her study
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The writer realized that this thesis would not be created without their participation. The writer hopes this thesis can give some value to the students, English

teachers, and readers. The writer admits that this thesis is not perfect so the writer will accept suggestions from the readers to make it better. Finally, the writer dedicates this thesis, may ALLAH SWT bless us. Aamiin.

Palopo, 2022

Murthi Prayudi
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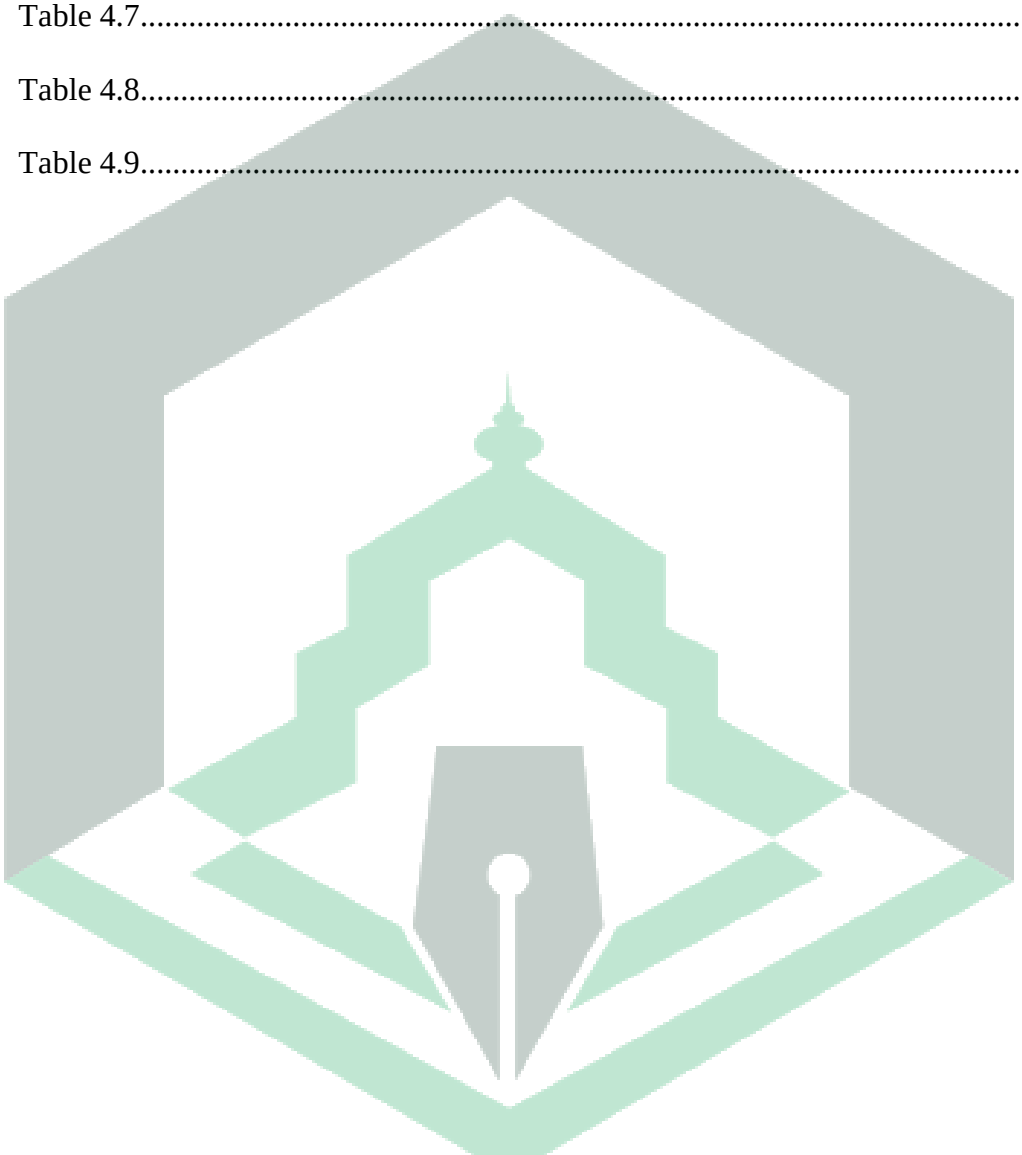


ABSTRACT

Murthi prayudi, 2022. "Improving Students Writing Skills by Dictation Technique at SMK Analis Mandala Bhakti Palopo". A thesis Of The English Education Study Program Faculty Of Tarbiyah And Teacher Training State Islamic Institute Of Palopo. Supervised By: Muhammad Iksan and Andi Tenrisanna Syam.

This research attempted to determine the students' improvement in learning writing skills by dictation technique at SMK analis mandala bhakti palopo. This research applied pre-experimental research. The research objective is to find out whether using the dictation technique is effective in improving students' writing skills at SMK Anakis Mandala Bhakti Palopo. The population of this research was the students of the second year of SMK Analis Mandala Bhakti Palopo. The research used purposive sampling with 11 students. The researcher gave the students a pre-test and post-test. The data were analyzed by using SPSS 22. The researcher gathered data by making paragraphs by dictation pre-test and post-test formulated in the writing test. Pre-test and post-test data were firstly tabulated and analyzed in percentage. The research results show that the use of the dictation technique effectively improves students' reading skills. The mean score in the pre-test was lower than the mean score in the post-test (51<81). The research concludes that the use of the dictation technique is effective for improving students writing skills.

Keywords: Dictation Technique, Writing Skill, Pre-experimental Design

CHAPTER I

INTRODUCTION

A. Background

Language is a unique human heritage that plays a very important role in human life, such as in thinking, and communicating ideas, many of us think or know that language is a means of communication, and negotiating with other people. Language is also a set of rules used as a means of human communication. It is used to communicate ideas, feelings, beliefs, love, knowledge, culture, etc.

English as an international language is very important in today's world, it is said to be an international language because many people study it all over the world or in various countries. English is the most important means of international communication. People from all over the world speak English when they meet each other at any international meeting, workshop, conference, or trade. In each product leaflet, we can see some English sentences or words. That's because English is the largest language in the world. English is the most essential language in the world. Almost all people from different countries use it to communicate. For this reason, people need to master English both orally and in writing so that they can communicate and socialize with the world community. As a result, all countries in the world use English as one of the subjects studied in school. The goal is for the younger generation to have English competence, both passive and

active English, both fluent in speaking or simply understanding what people are saying or writing down their opinions to express their ideas.[1]

Writing is one aspect that is no less important than other skills. Especially for students, writing is closed related to their activities. The students need writing to finish the assignments that are given by the teachers. If they cannot get off the best writing skills, They will drag behind other people in English lessons because sometimes the teacher gives the assignment to write. What is more, if they can write, it is easy to write a letter or communicate with others in a written language. In addition, the students also need writing for writing papers, etc.

Writing is the most challenging skill to teach and learn. Its demands on students' graph-motor skills, cognitive and linguistic abilities, and awareness of text social conventions pose problems for many. When they write, they have to clarify their thought and express themselves with far more precision, accuracy, and clarity than they do when it speaks. In general, students have difficulties in starting their writing and expressing their idea in a written text. Therefore, it needs a strategy that can improve students' writing skills. One strategy that can be used to improve writing skills is the dictation technique.

Based on the writer's observation, he found that they had difficulties improving the ideas and they had difficulties developing sentences to support the topic as found by Wahyuni (2014).

[1] ANNI ALIMATUL AZIZAH, THE EFFECT OF DICTATION METHOD ON THE STUDENTS' LISTENING SKILL AMONG THE ELEVENTH GRADER AT MA MA'ARIF 1 PUNGGUR, 2019

The method of dictation is getting people to write what was read or said. In the use of dictation and training methods, one of the obstacles encountered is the condition of the class which is less calm during the learning process. The effort made is to create calm and conducive classroom conditions during the lesson.

Dictation is a task that requires the processing of temporal constrained sequences of material in the language, dividing up the stream of speech, and then reversing down what is heard. Understanding the meaning of the material.

Dictation is the transcription of a spoken text: one person who is "dictation" speaks and another one who is "taking dictation" writes down the words they are speaking.

Oller states that dictation is a task that requires the processing of temporally constrained sequences of material in the language, dividing up the stream of speech, and then referring to what is heard requires understanding the meaning of the material. In addition, dictation is also defined as the action of speaking so that somebody can write what one says; a test in which people have to write down a passage that is read aloud, as a way of helping them to learn a language [2]

Fredosen writes that dictation can be an effective way to address grammatical errors in writing that may be the result of the erroneous aural perception of English. Dictation can help to diagnose and correct these kinds of errors as well as others. Therefore, dictation is an important activity that enables individuals to gain language skills that will be required throughout life. Dictation,

[2] Semin Kazazoğlu, "Dictation As A Language Learning Tool", Procedia: Social and Behavioral Sciences 2012

which is defined as transferring the articulated into writing, supports the development of writing and listening skills.[3]

Dictation is a learning method that is very popular among educators. Either at the college level or the elementary, middle, and high school levels. This dictating activity usually occurs during learning and most teachers read the material and then the students copy it into their respective books. so we need to know from some of the experts who argued above that dictation is indeed very effective in teaching English, especially in developing or training in writing English.

B. Research Question

Based on the background above. The researcher formulated the research question as follows:

Does the dictation technique effectively improve students' writing skills at SMK Analis Mandala Bhakti Palopo?

C. The objective of the Research

This research aims to find out whether or not the dictation technique effectively improves the students' writing skills.

D. Significance of the Research

The results of this research are:

1. To give information to the English teachers, especially to the English teacher at SMK Analis Mandala Bhakti Palopo who want to improve their students' skill in writing descriptive text using dictation technique.

[3] Mehmet Gültekin and Emel Güvey Aktay, "Dictation Activities in Reading and Writing Instruction", Inonu University Journal of The Faculty of Education, Volume 15, Issue 2, August 2014

2. To improve students' skills in writing descriptive text using the dictation technique.
3. To help readers visualize a dictation, purpose, in the process, what we have seen, and heard.

E. Scope of the Research

The focus of the research is the application of dictation in the classroom to improve students' writing skills so that students can produce paragraphs in descriptive texts at SMK Analis Mandala Bhakti Palopo.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Related Research Findings

Some of the previous research findings are as follows:

Wahyuni's research (n.d.) entitled. She aimed to know whether or not there is any significant effect of using the dictation technique on students' writing ability at SMP Karya Bhakti Kasiyan in the 2013/2014 academic year. The design of this research is experimental research which uses tests as the instrument of the research. The researcher used the t-test formula. After analyzing the data, the results of this study are: the value of the t-test is 6. 61 and the critical value of the t-table with the error significant level of 5% is 2. In other words, the alternative hypothesis was accepted and the null hypothesis was rejected. So, it can be concluded that there is a significant effect of using the dictation technique on the students' writing ability at SMP Karya Bhakti Kasiyan in the 2013/2014 academic year.[4]

Rosalina et al. (2018) conducted research entitled. The purpose of this research is to know the result of teaching writing using the dictation method. This research was conducted at SMPN 1 Pusakanagara in Raya Timur Pusakanagara Street No.31 Pusakanagara, Subang. Data was obtained from observations during the learning process and literature review to get the theory from some experts. This research consists of plans, on how to develop and improve writing skills

[4] Ninik Sri Wahyuni. "The Effect of Using Dictation Technique on Students' Writing Ability at SMP Karya Bhakti Kasiyan in the 2013/2014 Academic Year." Retrieved from http://digilib.unmuhjember.ac.id.

through dictation methods. The results of this study are as follows: 1) teaching writing English using the dictation method is one way of developing students writing skills, 2) making students interested during the learning process, 3) students become active and interested in learning English, especially writing, 4) students can develop their writing ability through dictation method. Through this method, the teacher can see the potential of students in terms of listening and writing with the correct grammatical. Who will then train students to love English lessons, especially writing? Writing is one of the important skills in English engagement and this research proves how much interest and potential students in learning English, especially writing.[5]

Nuralisah (2017) conducted research entitled. The objective of this research was to know the influence of using running dictation on students' descriptive text writing ability in the first semester of the eighth grade at SMP Negeri 1 West Kota Agung in the academic year of 2017/2018. The research methodology was quasi-experimental design. The population of this research was the eighth-grade students in the first semester of SMP Negeri 1 West Kota Agung. The sample was chosen by using the cluster random sampling technique. The writer chose class VIII E as the experimental class and another class VIII D as the control class of this research. There were three steps in conducting this quasi-experimental research; pre-test, treatment, and post-test. The treatment was held in three meetings which were 2x40 minutes for each class. The writer used pre-test and

[5] Yanti Rosalinah, Dian Muryana, Maisaroh, & Ibnu Subroto, "Teaching Writing Using Dictation Method of 8th Grade (Field Research at SMPN 1 Pusakanagara)," *Progressive Journal* 13.2, (2018): 85-94. https://ejournal.nusamandiri.ac.id/index.php/progressive/article/view/531.

post-test to find out students' descriptive text writing ability before the treatment and after the treatment. In collecting the data, the writer used a writing test. She concluded that there is a significant influence of using the running dictation technique on students' descriptive text writing ability in the first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018.[6]

Mulyani et al. (2019) have conducted research entitled. This research reports an investigation of the use of dictation-composition to decrease students' errors in writing. The objectives of this study are to determine the most errors made by the students after the dictation-composition was implemented and to find out whether the dictation-composition technique decreases the students' errors in writing or not. The research was conducted by using quantitative research and the data was collected using tests and documentation of students' writing tests. The object of this research was the students in the first grade of SMA Negeri 4 Banda Aceh. Based on the data from documentation of students' writing tests, it showed that the most errors made by the students after the dictation composition was implemented were grammatical errors with a total data percentage is 46.42%. Meanwhile, the data from the test was analyzed and calculated by the statistical formula. It showed that the mean score for the pre-test was 38.80, while the mean score for the post-test was 40.61. Furthermore, the result showed that t-test = 2.12 and t-table = 1.70. It means that the t-test score was higher than the t-table, so the

[6] Nuralisah, "The Influence of Using Running Dictation Technique towards Students' Descriptive Text Writing Ability at the First Semester of the Eighth Grade of SMP Negeri 1 West Kota Agung in the Academic Year of 2017/2018." Unpublished Thesis (Lampung: UIN Raden Intan Lampung, 2017).

alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.[7]

Based on the opinions of the researchers above, many media can be used to improve students' writing skills. This makes researchers try and work hard to make their research media successful. In this study, researchers used the direction clue to develop students' writing skills. The title of the research is " **IMPROVING STUDENTS SKILL BY DICTATION TECHNIQUE AT SMK ANALIS MANDALA BHAKTI PALOPO".**

All of the previous research above and this research used experimental research. The researchers above conducted research at junior and senior high school meanwhile this research was conducted at SMK Analis Mandala Bhakti Palopo.

B. Writing Skill

Writing is putting ideas on paper. This main idea that main that when you try to write something you must have some idea and this idea will be one interesting topic writing skill is the foundation for cultivating modern nationals' ten major basic activities. The nine-year consistent curriculum for primary, and secondary school aims at cultivating the ten major basics.[8]

Writing skill is the foundation for cultivating modern national ten major basic activities. The nine-year consistent curriculum for primary, and secondary school aims the cultivate the major basics. Abilities of modern national need to

[7] Mulyani, Rosdiana, & Diva Aulia, "The Use of Dictation-Composition Technique to Decrease Students' Errors in Writing (An Experimental Research for the First Grade Students at Sma Negeri 4 Banda Aceh, *Metamorfosa Journal*, 7.2, (2019): 1-12.

[8] http://wwwfp.Edu.Argument *For Implementing Remedial Teaching Or Writing Ability*

process in an effort for nationals to inherit and pass down social culture and adapt to modern life. All these require proficient Nationals language as the groundwork. Writing ability for studying the various subjects. It influences a significant action on national quality and educational performance. [9]

Based on some theories above, the writer's consistent curriculum for primary and major basic activities to writing ability is a key indicator of language ability and the basic ability for studying the various subject.

C. The Concept of Writing

1. Type of Writing

There are many types of writing. According to Brevet in Afandi (2014), there are:

a. Narration

A narrative tells a story, a series of connected incidents, or an action.in the narrative, incidents that make up the story are usually told in one order in which they would happen when writing a narrative text, it is best to relate events chronologically.

The first paragraph should set the sense and the most exciting art should come at the end. Then the general outline for stories should be as follows::

1. Before the event.
2. The event
3. After the event.

[9] Rismawati Sabri, Developing the Students' Writing Skill through Describing An Object at The Eleventh Year of SMA Negeri 1 Walenrang by Ordering Sentences Activity Into Paraghraph, (Palopo: IAIN Palopo, 2014), p. 6.

b. Description

Whison & Burks (1980) state that descriptive text gives sense-impression about feeling, sound, taste, and lock of thinks, it helps the reader.[10]

c. Argumentation

For argumentation, we must discover a tone that uses fact when it is relevant, opinion modestly and reasonable, allows time and space for the doubts, and built a segment by paragraph steps that the reader can follow.

d. Comparison and contrast

Comparison and contrast is a kind of essay developed by comparison to emphasize similarities or likeness between people, places, or abstraction this research just wants to observe one type of writing.[11]

2. Components of Writing

In writing five components should be considered, they are content, organization, language use, vocabulary, and mechanics.

a. Content

The content of the writing should be well unified and completed. The main idea is stated in the topic sentence and every supporting sentence develops it and is related to that idea.

There are three can be used to measure content:

1. The point of information to be brought.

2. The sequence in which the points are presented and

[10] George E. Whison & Julia M. Burks, *Let's write English* (revised Edition. New york: Educational publishing Inc, 1980), P. 128

[11] Idris Afandi, *developing students skill By using movie at the English Grade of SMP Negeri 1 Bua ponrang*, (IAIN Palopo,2014). P.7.

3. The formal signal

b. Grammar

Swam said grammar is the role that says how words are combined, arranged, and changed to show different meanings. Grammar is the role for forming and making the sentence.

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman dictationary of applied linguistics in practical English language teaching defines it as "a description of the structure of a language and how units such as words and phrases the structure of a language". Another definition comes from A. S. Hobby in Oxford advanced learner's Dictationary; he defines grammar as "the rules in a language for changing the form of words combining them into sentences"[12]

c. Organization

The organization material in writing includes coherence, order and importance, general to specific, specific to general, chronological order, and spatial pattern. The process of organizing material in writing is as follows:

1. Coherence

Coherence means sticking, in an incoherent essay all ideas stick together. A Coherence paragraph is one in which the ideas are put in the right order and are never confused.

2. Ordering of importance

[12] Homby, A.S. Oxford learners pocket dictionary, (Thitr Edition; New York: Oxford University press,2003), p.517

Order of importance is one of the useful ways of arranging ideas in a paragraph. The paragraph concludes with a surprise, an appeal for action, or with some other strong ending that is more likely to be successful.

3. General to specific.

General to specific is the common type of paragraph order. This arrangement begins with topic sentences that make a general statement followed by a series of supporting sentences, which supply specific: details, examples, and facts.

4. Specific to general.

From the general to a specific pattern, supporting follows the opening topic. It presents a series of individual, specific facts, details, impressions, or observations and ends with a generalization or conclusion.

5. Chronological order.

Chronological order or step arrangement of ideas by time or order. Some give direction or explain a process others summarize historical events and others report the step or actions can take by an individual or organization, nevertheless, they share an underlying similarity to present their ideas.

d. Language use

Language use in writing includes correct usage and points of grammar. Mistakes in writing are much more serious since we have the opportunity to read to correct what we have written. The writer must be able to find and correct errors in arrangement, and clarify the meaning of her/his writing. The are many opportunities for the use of verbs and mistakes in the arrangement are very common mistakes in writing works, however, they are many areas serious, and since we have the opportunity to read and correct errors in verb forms.

e. Vocabulary

The use of words or vocabulary influence good writing. The lack of vocabulary will make someone fails to compose what they are going to say to convey their ideas. The effective use of words will always result in good writing. specific and technical writing, vocabulary is one of the components of writing. Express ideas always deal with vocabulary.

f. Mechanic

Mechanic refers to the use of capitalization correctly, punctuation, and spelling appropriately. This aspect is very important since it leads the readers to understand or recognize immediately what the writer means to express definitely. The use of appropriate mechanics in writing will make readers easy to understand the ideas or massage of the writer that is stated in the writing [13]

The research focuses on two components namely: content, vocabulary, and grammar.

3. The process of writing

Before writing had to know the process of writing such as planning, drafting, and revising.

a. Planning

Planning is a state of strategies designed to find production information in writing when people begin writing a project, people have to discover what possible people need to locate and explore a variety of subjects.

b. Drafting

[13] Nurhidayah. *Improving Writing Skill Through Writing Diary at the eleventh year students of PMDS Putri Palopo*. (Palopo: STAIN Palopo, 2013), p 8.

Drafting is a series of strategies designed to organize develop sustain met place of writing. Drafting has enabled people to identify several subjects and encouraged people to gather information on the subject from a different perspective.

c. Revising

Revising is a series of strategies designed to examine and evaluate the chosen the created piece of writing. After people have completed their luminary draft, they need to stand back from their text and decide what action would saw to be productive[14]

d. Editing

After that, the students should edit their writing first before they publish their writing. Editing can be said as the last stage done in the writing process before publishing. Nation and Newton (2009:120) stated that editing involves the students rewriting and making changes to the organization, style, grammar, lexical accuracy, and conformity. If previously revising was done by the writers to review and modify the writing, then editing is the final stage to ensure that the writing is correct and appropriate so it is worth reading because the function of editing is to finish and fix the writing after revising done. Editing can be said to be the last stage done after passing the previous revision.

e. Publishing

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

[14] Ibid. p. 17.

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

4. The problems in writing

There are five problems in writing. They are:

a. We do not know our ability and potential of ourselves.

b. Never look for and dominate information related to the topic which is written

c. The idea is not the organization as systematic and gives expression as the writer

d. Cannot observe and appraise the idea as objective.

e. There is no planning when we start to write we do not think and speak orderly [15]

Based on the research can help to improve and finish many problems in writing cause so interest in writing.

D. Dictation

1. Definition of Dictation

Dictation is a physically everything-exerting activity in which the students dictate a text to one another, and brings a communicative, dynamic, and energetic element to a lesson, moreover, stated running dictation is an activity for

[15] Wiwik muliani. *Developing Writing Skill Through Descriptive Composition at the first year students of SMU Negeri 2 Palopo*. STAIN PALOPO 2007. P 19.

pupils who enjoy moving around and working in teams. Furthermore, running dictation is the technique where the students work in groups to dictate sentences, there were the runner and the writer in each group. The students as a runner must run to someplace where the sentences and the writer must be down what they heard as accurately as possible. In running dictation, the students are expected to comprehend the content of the passage and recognize all the words and sentences.

Israwaty (2017) stated that dictation is a strategy used in English teaching, especially in listening skills, using body movement. Running dictation is a lively activity that encourages teamwork/pair work, problem-solving and memorizing strategies. This technique requires students to use their hands to write, their mouths to read and their bodies to move. Dictation has made the listening task more fun in interesting. This strategy improves the student's ability to learn with a group, not individually. Discuss and learning with a group is more valuable [16]

Running dictation is a type of dictation in which students are responsible from the start. Students work in pairs or in small groups, it is good for supporting students to learn with their groups. Through this activity, students can have some fun and use all the skills while at the same time reading, speaking, listening, and writing. Using this technique to make students read a text in detail. Studying with a partner is more supportive the students are easy understand about material that they have to learn.

[16] Israwaty. *Students perception toward running dictation at the eight grade of SMP Negeri 1 Bua*, (Palopo: UNCP Palopo, 2015), p. 17.

The benefit of dictation is easier to apply in the classroom. Running dictation can help students to improve and practice their reading, listening, speaking, writing, and critical thinking skill. Using running dictation has variations in the classroom; it can use pictures, multiple sentences, place, use testing or testing learning, and as a warmer.

2. The advantages of running a dictation strategy follow:

a. Positive interdependence. The students can learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question.

b. It can be a very motivating and fun lesson for the students.

c. Dictation can also be used to promote the skill of inferring from context.

d. Running dictation can be prepared for any level.

e. Equal participation. Each student within the group has an equal opportunity to share. One student may try to dominate. The teacher checks this does not happen.

3. The process of running dictation are following:

a. Students can process information, that is for general information or specific information; it can be encouraging students' ability to comprehend a text.

b. Students become actively involved in thinking about the concept of material or lesson.

c. This activity is often used to inject some fun into the learning or to enliven a tired class

d. It can also be useful in introducing a new them or topic. As the writer said before, this strategy can be used to much material that the learners have studied before or will study

e. Students can focus on both accuracy (form) as well as meaning.

f. Students can develop all four skills-speaking and pronunciation can be developed if the students do the dictating rather than the teacher.

g. allow students to notice features of pronunciation such as weak forms, linking, and elision[17]

4. Strategies of dictation

Dictation should have a focus and employ appropriate strategies.

a. Teachers should take the words that cannot be explained and spelled through pronunciation, formation rules, and stereotype mode, such as the words with double consonants and homophone affixes, as well as some confusing words. Of course, these representative words that can reveal English pronunciation and formation rules should not be ignored.

b. Teachers should emphasize the dictation frequencies of CET (College English Test) 4 and 6 vocabularies to make the students familiar with the spelling of the vocabulary. For example, teachers should dictate the bold words, especially the bold words with a sign several times.

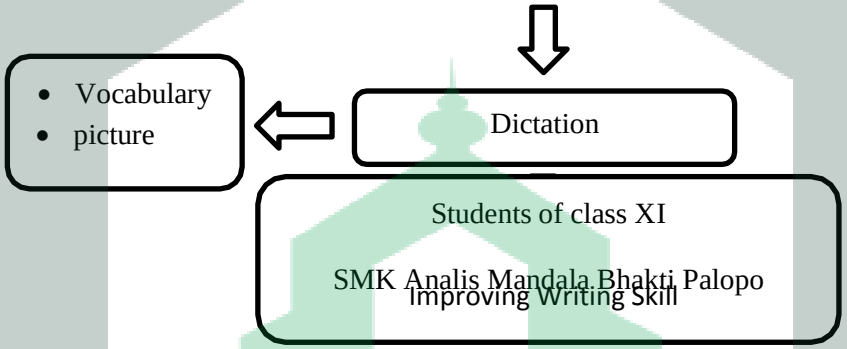
c. From the perspective of memory psychology, too many words per time are not beneficial for memory. Therefore, 20-30 words are appropriate per time.

[17] Ibid p. 18-20

d. Independent revision to the dictation. College English Teaching Requirements encourage independent learning and require the students to finish learning tasks independently under the guidance of teachers. Therefore, the teacher should formulate strict requirements and the students must correct their spelling mistakes independently.

e. Dictation scores should be counted as a part of daily scores.[18]

E. Conceptual Framework



F. Hypothesis

Based on explaining in chapter I which is an introduction, so the hypothesis in this research is formulated as follows:

1. Ho: The dictation technique does not effectively improve the writing skills of the students of SMK Analis Mandala Bhakti Palopo.

2. H_1: The dictation technique effectively improves the writing skills of the students of SMK Analis Mandala Bhakti Palopo

[18] Qu Tang, "The Effectiveness of Dictation Method in College English Vocabulary Teaching", ACADEMY PUBLISHER Manufactured in Finland, Vol. 2, No. 7, 2012

CHAPTER III
METHODOLOGY OF THE RESEARCH

A. Method of the research

This research applied a pre-experimental method to find out whether using the dictation technique is effective to improve students' writing skills. This research involved the students with pre-test and post-test design of this research can be descanted as follows:

Pattern :

O1 X OX

Where :

Pattern : Experiment

O1 : Pretest

X : Treatment

O2 : Post Test

B. Population and Sample

a. Population

The population of the research is the eleventh–year students of SMK Analis Mandala Bhakti Palopo class XI, of the total class just one class and total students 24 students.

b. Sample

The sample of this research is the eleventh-year students of SMK Analis Mandala Bhakti Palopo. The population is 24 students. The researcher uses a total sampling technique. It means that the researcher chooses all 24 students as his research participants.

C. Variable of the Research

This research has two variables, namely independent and dependent variables. The Independent variable is the dictation technique and the dependent variable is students' writing skill achievement.

C. Instrument of the Research

Data collection was done by using a writing test. The researcher used a writing test to measure the students' ability to write in English before and after being given treatment. This study provided the following instruments: Writing the descriptive text. students, including:

1. The researcher asked the students to write a descriptive paragraph of text with a maximum of 500 words entitled "My House".
2. The researcher asks students to determine the main idea and supporting sentences from the descriptive text paragraphs that have been made, such as a pre-test with the topic of describing the contents of the house and a post-test with the topic of describing their favorite place.

D. The procedure of collecting data

The data was collected by using the produce bellows:

a. Pre-test

The researcher gives a pre-test where the researcher distributed the worksheet or paper and asks the students to make a description of their class. They must write in 45 minutes or as soon as possible.

b. Treatment

The researcher conducted 6 treatments after conducting a pre-test, the steps are mentioned below:

1. The researcher will greet and pray before starting the learning activities and introduces himself to the students. After that the researcher will give absenteeism to the students then the researcher will ask how the students were "how are you, students". After that, the researcher will give encouragement and motivation to the students. Then the researcher will explain the learning media to students that would be used. After that, the researcher will ask the students about learning writing to test students' abilities in their writing skills. after that, the researcher will explain the writing material to students and the stages in writing.

The first stage is, Prewriting is a set of processes to clear your mind before you start writing. The goal is to relax your mind so you can write smoothly and prevent deadlocks. The researcher prepares the media or materials that will be used to teach writing using the dictation method. Before going to the core points the researcher and students warm-up (guess vocabulary). After warming up, the researcher will test the students on the definition of dictating to what extent their knowledge of dictation was. Then the students look for information related to dictating. After the researcher knows the strengths and weaknesses of the students, the researcher will complete the students' answers that are not quite right. Dictating is having people write what is read or said. From this definition, we already know what researchers must understand in teaching dictation (vocabulary). Then the researcher will continue to test the students by reading or dictating a descriptive text in which the students will write down what the

researcher has read. After the researcher finished dictating and the students had written, the researcher would ask the students to determine the main idea and supporting sentences of the descriptive text. The researcher will explain so that it is easier for students to understand what the main idea and supporting sentences are. The main idea is the main idea or also the keyword of the paragraph. The main idea can be located at the beginning and the end of the sentence, while the supporting sentences are sentences that are used to clarify the main sentence or main idea. Because with supporting sentences, the main idea of a paragraph will be stronger and easier to understand

2. Then at the drafting stage, researchers will continue to guide students in trying to compose descriptive texts according to the framework that students have made previously. Researchers will guide students such as the draft text made by students will be corrected in terms of errors in the use of capital letters and the use of punctuation marks.

3. Then in revising, the researcher instructs students to read the text made at the drafting stage, after which students are instructed to complete the paragraph. If students feel that something is incomplete or even the text is too wordy, the researcher will give the correct sentence for the error and the students are instructed to correct the contents of the text that has been made.

4. Then at the editing stage, after students corrected the contents of the text that had been made, students corrected mechanical errors. Namely errors in using capital letters at the beginning of sentences and capital letters in people's names and errors in using punctuation marks. At this stage, students are also required to

be more presentable in writing descriptive texts that have been previously designed so that they become good descriptive text paraphrases.

5. Then the implementation during the publishing stage, the researcher instructed all students to collect the task of making descriptive text paragraphs for the researcher.

6. After all the data has been collected, the researcher will examine and select some of the students' works whose writing methods are not good, then the researcher will conduct questions and answers to students, such as asking what the main idea is in the paragraph made and showing which are included in the supporting sentences, etc. After students answer and it turns out there is an error, the researcher will correct the student's error.

7. After that, the researcher will assess the students' assignments by paying attention to content, organization, vocabulary, grammar, and mechanics and give points to students. Likewise with the next meeting.

c. Post-test

After the treatment, the researcher gives the post-test. It aimed to know whether the treatment is effective or not.

2. Technique of Data Analysis

After collecting the data by conducting the pre-test, treatments, and post-test which involves some instruments. The researcher then focused on the data analysis. Therefore, there are procedures were done by the researcher, namely, determining the scoring classification, looking for the mean score, standard of deviation, and the test of significance. Those procedures are explained as follows:

In analyzing the data which has been collected, the researcher has to determine the scoring classification which includes content, organization, vocabulary, grammar, and mechanics.[19]

The author uses a writing test. The objective score is converted on a scale of five. The components will include:

a. content is the substance of the writing, the ideals that are expressed.

b. Organization is the goal of organizational material in writing that occurs from beginning to end.

c. Vocabulary is all the words that will be used.

d. Grammar is the correct use of syntactic patterns and structural words.

e. Mechanic, it uses the graphical conventions of the language

The analytical rating scale for evaluating written language is presented as follows:

1. Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich. Well focus, the main idea stand out secondary ideas do not usurp too much attention.
2	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or insubstantial, too general.

[19] J.B. Heaton, *writing English Language Test,* New york: Longman. 1988.,p.146

3	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking in purpose or theme.
4	9-11	Poor	Not fluent, does not communicate information is very limited, and boring.
5	5-8	Very poor	No organization, not enough to evaluate because not meaningful.

2. Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Effective words, choice, and usage, specific and Accurate.
2	14-17	Good	Adequate range occasional error of word / idiom, choice, and usage of the language communicated but rarely captures the reader imagination, while the overall meaning.
3	10-13	Fair	Is quite clear, some words may lack precision. The writer struggled with eliminating vocabulary grouping for words.

4	7-9	Poor	Many errors of words/ idiom, choice, and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often words simply do not feat the text, verbs are weak and view in number: is, are, were, dominated.
5	5-6	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

3. Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective words, choice, and usage, specific and Accurate.
2	15-17	Good	Adequate range occasional error of word / idiom, choice, and usage of the language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with limited vocabulary grouping for words.
4	9-11	Poor	Many errors of words/ idiom, choice, and

			usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often words simply do not feat the text, verbs are weak and view in number: is, are, were, dominated.
5	5-8	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

4. Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few errors of agreement, tense, number, word order/ function, pronouns, prepositions.
2	20-22	Good	Effective but simple construction minor the problem in compłex construction severał error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3	16-19	Fair	The major problem in simple construction, is a frequent error of negative, agreement, tense, word order

			/function, pronouns, preposition, and or fragment. Do not communicate.
4	9-15	Poor	Dominated by an error of grammar, can not be understood and evaluated.
5	5-8	Very poor	Virtually no mastery of sentence construction rules.

5. Mechanic

6. No	Score	Classification	Criteria
1	5	Very Good	Demonstration of mastery of convention, not a problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors in spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some errors are spelling, punctuation, capitalization, and paragraphing.
4	2	Poor	Many errors in spelling, punctuation, capitalization.
5	1	Very poor	Illegible writing.[20]

The measure the quality of the students' writing scores on the five components observed, the result of the calculation was classified into classification as follows:

[20] J.B Heaton,Writing English Language Test, (New York: Longman 1988), p.146.

91-100 classified as very good

76-90 classified as good

61 75 classified as fair

51-60 classified as poor

0-50 classified as very poor

E. Hypothesis testing

To find out the acceptability of the analysis from the hypothesis between pre-test and post-test, the researcher used the criteria of the following hypothesis below:

If: $t_o > t_t$ = Reject the null hypothesis

If: $t_o < t_t$ = Received null hypothesis

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This section discusses the findings of research results obtained from data analysis. The finding of these results is based on research on questions that have been formulated or have been previously designed. This study uses a type of pre-experimental research that was analyzed statistically. The method used to describe the results of data analysis is quantitative.

SPSS 20. This study uses a frequency distribution table for the fair or gains classification method and the percentage of student scores is taken from several criteria, namely, content, organization, vocabulary, grammar, and mechanics in the pre-test and post-test, the significance between the pre-test and post-test.

Student scores from pre-test and post-test are classified into several criteria and the percentage of student scores from pre-test and post-test is presented as follows:

1. Pre test

a. Table of students raw score in pre-test

Table 4.1

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Jumlah
RD1	6	7	9	8	2	32
RD2	6	7	9	7	2	31
RD3	5	7	10	8	2	32
RD4	6	6	7	8	2	29
RD5	5	9	10	8	2	34
RD6	5	7	13	16	2	43
RD7	5	7	13	13	3	41
RD8	13	13	10	13	3	52
RD9	14	9	9	8	2	32
RD10	14	7	7	14	2	44
RD11	13	12	10	13	3	51

It can be seen in table 4.1, that is the ability to fill the highest score of 14, 2 students get a score that is classified as sufficient and 4 students get 5 who are classified as very poor. In organizational ability, only 1 student got a score of 13 which was classified as sufficient and 1 student got a score of 6 which was classified as very poor. On vocabulary skills, only 2 students scored 13 which was considered sufficient and 2 students got 7 which was classified as very poor. In

grammar ability, only 1 student got a score of 16 which was considered sufficient and 1 student got a score of 7 which was classified as very poor. On the mechanical ability, only 3 students got a score of 3 which was classified as sufficient, and 8 students got a score of 2 which was classified as poor.

a. Content

Table 4.2

The criteria and percentage of the student's content in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	-	0%
2	Good	23-26	-	0%
3	Fair	12-22	4	36%
4	Poor	9-11	-	0%
5	Bad	5-8	7	64%
	Total		11	100%

Table 4.2 shows that the criteria and percentage of student content in the pre-test show that there are no students who get excellent, good, or poor scores. There are 4 students (36%) who get fair scores and 7 students (63%) get students to be bad.

b. Organization

Table 4.3

The criteria and percentage of the student's organization in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	14-17	-	0%
3	Fair	10-13	2	18%
4	Poor	7-9	8	72%
5	Very Poor	5-6	1	9%
	Total		11	100%

Table 4.3 shows that the criteria and percentage of a student organization in the pre-test show that there are no students who get excellent, good scores. There are 2 students (18%) who get fair scores, 8 students (72%) get students to be bad and one (9%) students get a very poor score.

c. Vocabulary

Table 4.4

The criteria and percentage of the student's vocabulary in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	15-17	-	0%
3	Fair	12-14	2	18%
4	Poor	9-11	7	63%

5	Very Poor	5-8	2	18%
	Total		11	100%

Table 4.4 shows that the criteria and percentage of student vocabulary in the pre-test show that there are no students who get excellent, good scores. There are 2 students (18%) who get fair scores, 7 students (63%) get students to be bad and 2 (18%) students get a very poor score.

d. Grammar

Table 4.5

The criteria and percentage of the student's Grammar in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	-	0%
2	Good	20-22	-	0%
3	Fair	16-19	1	9%
4	Poor	9-15	4	36%
5	Very Poor	5-8	6	54%
	Total		11	100%

Table 4.5 shows that the criteria and percentage of student grammar in the pre-test show that there are no students who get excellent, good scores. There is 1 student (9%) who gets fair scores, 4 students (36%) get students to be poor and 6 (54%) students get a very poor score.

e. Mechanic

Table 4.6

The criteria and percentage of the student's mechanics in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	-	0%
2	Good	4	-	0%
3	Fair	3	3	27%
4	Poor	2	8	72%
5	Very Poor	1	-	0%
	Total		11	100%

Table 4.6 shows that the criteria and percentage of student mechanics in the pre-test show that there are no students who get excellent, good, and very poor scores. There are 3 students (27%) who get fair scores, 8 students (72%) get students to be poor scores.

2. Post-Test

a. Table of students raw score in post-test

Table 4.7

Respondent	content	organization	Vocab	Grammar	Mechanic	Jumlah
1	10	10	13	19	3	55
2	9	10	14	17	3	53
3	9	9	14	15	3	50
4	10	13	14	16	4	57

5	10	13	16	15	4	58
6	23	11	15	15	3	67
7	27	15	15	20	4	81
8	23	16	13	18	3	73
9	18	13	16	19	4	70
10	23	18	14	20	4	79
11	23	18	15	20	4	80

It can be seen in table 4.7, that is the ability to fill the highest score of 27, 1 student gets a score that is classified as sufficient and 2 students get 9 who are classified as very poor. In organizational ability, only 2 students got a score of 18 which was classified as sufficient and 1 student got a score of 9 which was classified as very poor. On vocabulary skills, only 2 students scored 16 which was considered sufficient and 2 students got 13 which was classified as very poor. In grammar ability, only 3 students got a score of 20 which was considered sufficient and 3 students got a score of 15 which was classified as very poor. On the mechanical ability, only 6 students got a score of 4 which was classified as sufficient, and 7 students got a score of 3 which was classified as poor.

a. Content

Table 4.8

The criteria and percentage of the student's content in the post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	1	9%
2	Good	23-26	4	36%
3	Fair	12-22	1	9%
4	Poor	9-11	5	46%
5	Very Poor	5-8	-	0%
	Total		11	100%

Table 4.8 shows that the criteria and percentage of student content in the post-test show that 1 student (9%) who get excellent, 4 students (36%) who get good, 1 student (9%) fair, 5 students (45%) who get a poor score. There are no students on very poor.

b. Organization

Table 4.9

The criteria and percentage of the student's organization in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	2	18%
2	Good	14-17	2	18%
3	Fair	10-13	6	54%
4	Poor	7-9	1	9%

5	Very Poor	5-6	-	0%
	Total		11	100%

Table 4.9 shows that the criteria and percentage of a student organization in the post-test show that 2 students (18%) get excellent, 2 students (18%) who get good, 6 students (54%) fair, 1 student (9%) who get a poor score. There are no students on very poor.

c. Vocabulary

Table 4.10

The criteria and percentage of the student's vocabulary in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	15-17	5	45%
3	Fair	12-14	6	54%
4	Poor	9-11	-	0%
5	Very Poor	5-8	-	0%
	Total		11	100%

Table 4.10 shows that the criteria and percentage of student vocabulary in the post-test show that, 5 students (45%) who get good, 6 students (54%) fair. There are no students on excellent, poor, and very poor.

d. Grammar

Table 4.11

The criteria and percentage of the student's Grammar in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	23-25	-	0%
2	Good	20-22	3	27%
3	Fair	16-19	5	45%
4	Poor	9-15	3	27%
5	Very Poor	5-8	-	0%
	Total		11	100%

Table 4.11 shows that the criteria and percentage of student grammar in the post-test show that 3 students (27%) get good, 5 students (45%) get fair scores, and 3 students (27%) get a poor score. There are no students on excellent and very poor.

e. Mechanic

Table 4.12

The criteria and percentage of the student's mechanics in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	5	-	0%
2	Good	4	6	54%
3	Fair	3	5	45%
4	Poor	2	-	0%
5	Very Poor	1	-	0%
	Total		11	100%

Table 4.12 shows that the criteria and percentage of student mechanics in the post-test show that 6 students (54%) who get good, and 5 students (45%) who get fair scores. There are no students on excellent, poor, and very poor.

Table 4.16

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	11	29	52	38,27	8,296
Posttest	11	50	81	65,73	11,603
Valid N (listwise)	11				

Table 4.16, shows the mean score of the student's pretest was 38,27 and the mean score post-test was 65,73. The standard deviation of the pretest was 8,296 and the standard deviation of the post-test was 11,603. It means that using the media dictation techniques in teaching Writing can enhance the student's achievement.

Table 4,17

The Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest-posttest	-27,455	7,299	2.201	-32.358	-22,551	-12.476	10	.000

According to table 4.17, the paired sample test showed t_0 (count)= 12.476 and df (degree of freedom)= 10. Based on the table distribution of t_t= 1.812, it was the standard of significant 0.05 with a degree of freedom (df)=10. Based on the result, the result concluded that t_0 ($_{count}$) was higher than t_t ($_{table}$).

12.476 > 1.812

According to the result ($t_0 > t_t$), the null hypothesis was rejected and the H_1 hypothesis was automatically accepted. This means that teaching writing using the dictation technique is effective in improving students' writing skills.

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in improving students' writing skills by using the dictation technique. The results of statistical analysis of significance level (p-0.05) with degrees of freedom (df) = N-1, where (N) = 11, df = 10. The probability value is smaller than α (0.00 < 0.05). That alternative

Hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. This means that teaching writing using the dictation technique is effective in improving students' writing skills.

B. Discussion

Based on the results of data analysis, the researchers found an increase in students' writing skills using the dictation for students from the Tarbiyah and Teacher Training Faculty of IAIN Palopo. The standard deviation of the pretest was 8,296 and the standard deviation of the posttest was 11,603. This means that the use of the dictation technique in learning to write can improve and develop student achievement.

This research is in line with Yanti Rosalina, Dian Juliana, Massaro, and dan Ibnu Subroto(2018), which have written in their writing with the title (teaching writing using dictation method of 8th grade. Based on the research, the writer said that the method is very effective in learning from the high school level upwards, especially for students in Smpn 1 husakanagara Subang. This method can improve the students' ability to quickly, especially in writing[21].

Based on some of the previous studies above, this research is in line with the author's research using the dictation method. This method can improve students writing skills. It can be seen highest students score in the pretest was 52 and just one student got that score from 11 students, and the lowest was 29. On contrary, after getting treatment the high students' score was 81, and the lowest score was 50. This means, from the researcher's experience in the

[21] /ejournal.nusamandiri.ac.id/index.php/progressive/article/view/531

teaching process writing skills by dictation method were improving. The learning/teaching process was attractive and the students have enjoyed it so actively from the percentage level and frequency of pretest and post-test, the researcher showed that before and after being given treatment, student achievement was poor, it was proven that there were 7 (64%) students who got a bad score and 4 (36%) who got a fair score. After giving treatment the achievement of students in structure was categorized as excellent classification. It was proven that there were a 1 (9%) students who got an excellent classification, there were 4 (36%) students who got a good classification, a there was 1 (9%) who got students fair classification, and there were 5 (46%) students who got a poor classification.

From the result of the statement, the researcher in the cated that using the dictation method could help the students to improve students writing skills.

However, the researcher got some difficulties during research such as:

1. students very be shy to answer the question/ ask question
2. the student is very late to come.

Finally, from the value of the significance of the research, we can conclude that (sig 0.000<p0.05). it means that there was a significantly different between the result of the pretest and posttest. According to descriptive statistics, the postest was higher than the pre-test. So, this study accepted H1 where there are significantly different between the students writing skills before and after the treatment and rejected H0 where there are no significant differences between the students writing skills before and after treatment.

Based on the description above, the researcher concludes that one of the important things that teachers must have is to give full attention and understand the potential of students, especially in writing skills. Therefore, teachers can use one of these techniques in teaching writing, especially in writing or developing ideas, which can greatly facilitate students in generating and expressing their ideas.

There are several techniques that we can use to teach writing, but researchers use the dictation technique media in teaching writing. Moreover, the application of the dictation technique in teaching writing has a good influence on improving students' skills.

Based on the data collected, the use of the dictation technique in teaching writing can improve students' writing skills towards five focused components: content, organization, grammar, vocabulary, and mechanics. This is evidenced by the students' scores on each component of the focus.

In the pretest that students have done, there are several student weaknesses in this process such as the mechanics' point. At this point most students have low scores, this is evidenced by the presence of pretest scores on five components in this test including content, organization, vocabulary, grammar, and mechanics. The students have many mistakes in grammar to express their ideas. They have a lacking vocabulary so they have difficulty with grammar. Some of them are confused in exploring their own opinion.

Then on the post-test, the student's weakness has been reduced. In this final test, students have tried to express their ideas or opinions based on the clues that have been given. It can be seen by looking at their scores on the post-test, that most students experienced an increase in their scores for each component.

Rosalina et al. (2018). The results of this study are as follows: 1) teaching writing English using the dictation method is one way of developing students writing skills, 2) making students interested during the learning process, 3) students become active and interested in learning English, especially writing, 4) students can develop their writing ability through dictation method. Through this method, the teacher can see the potential of students in terms of listening and writing with the correct grammatical. Who will then train students to love English lessons, especially writing? Writing is one of the important skills in English engagement and this research proves how much interest and potential students in learning English, especially writing.

CHAPTER V
CONCLUSION A ND SUGGESTION

The discussion of this chapter indicates a conclusion and some suggestions related to the findings and the application of the research.

A. Conclusion

Recommendations for conclusions relevant to the results and conduct of this study are discussed for chapter review:

Students of class XI SMK ANALIS MANDALA BAKTI PALOPO it is very visible that by using the dictation technique, students' writing skills, especially writing descriptive texts, are greatly improved. The results of this report show the students' average pretest and posttest scores. In the pretest, the average score of the students was 38,27 and in the post-test, the average score of the students was 65,73. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis is accepted (H_1).

B. Suggestion

Success in teaching does not only depend on the lesson program but more importantly how the teacher presents the lesson and uses various methods or media to make the class more lively and fun. This media also helps teachers and provides many opportunities for students to be active in the teaching and learning process. Regarding teaching writing, the researcher gives some suggestions for teachers and students as follows:

1. For teachers, so that the results of this study can be used as a reference that the use of direction clue media can improve students' writing skills, and become an alternative to improve classroom management in learning to write

2. For students, this research is expected to stimulate their motivation in learning English, especially in writing English, and they are not afraid to make mistakes when writing.

3. For future researchers, I hope to complete this research because the dictation technique is very interesting to study.

Finally, experts understand that this theory actually has many shortcomings and is far from extraordinary. Furthermore, analysis and product ideas are expected for the perfection of this theory. I believe this exploration was useful to the reader and assuming you need to expand on it one more time, I'd like to use a different technique for better instruction.

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APPENDICES

Pre test

Name:
Class:

1. Writing a paragraph of descriptive text with the topic “my house” that has been researcher dictated!

2. Determine the main idea and supporting sentences from the descriptive text that you have made!

Post-test:

Name:
Class:

1. writing a paragraph of descriptive text with the topic “favorite place”that has been researcher dictated !

2. Determine the main idea and supporting sentences from the descriptive text that you have made !

Pertemuan I

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	**XI**
TOPIC	**The story of English**
OBJECTIVES	**Meningkatkan keterampilan menulis siswa**
VOCABULARIES	
MATERIALS	**Buku**
TIME	**1x45 Menit**
POTENSIAL PROBLEM	

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
1. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatatan pembelajaran dan memperkenalkan diri kepada siswa 2. Peneliti memberikan absen kepada siswa 3. Peneliti menanyakan kabar kepada siswa "how are you students" 4. Peneliti memberikan dorongan dan motivasi pada siswa 5. Peneliti menjelaskan media belajar kepada siswa 6. Peneliti menayakan tentang	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti 2. Siswa mengisi absen dari peneliti 3. Siswa menjawab "we are fine mis" 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di	20 menit

pembelajaran writing kepada siswa 7. Peneliti menjelaskan materi writing kepada siswa	ajarkan 5. Siswa mendiskusikan media yang akan digunakan oleh peneliti 6. Siswa menjawab peneliti 7. Siswa mendengarkan dan memperhatikan peneliti.	

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik. 2. Peneliti memperkenalkan konsep penggunaan metode (dictation) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan) 3. Peneliti menentukan satu topic bacaan dalam teks deskripsi 4. Peneliti menggunakan tehnik mendikte (dictation) untuk melatih siswa dalam ketepatan menulis sebuah kata apa yang di diktekan oleh peneliti 5. Peneliti meminta siswa untuk menulis teks	1. Siswa memperhatikan penjelasan peneliti 2. Siswa menyimak tentang definisi,manfaat dan cara menerapkan dictation 3. Siswa menyimak topik yang diberikan oleh peneliti 4. Siswa memperhatikan	15 menit

deskripsi berdasarkan kata kunci yang telah didapatkan dengan metode (dictation) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis. 6. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.	peneliti 5. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan metode (dictation) 6. Siswa mengumpulkan tugas yang diberikan.	

Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru.	10 menit

Pertemuan II

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	**XI**
TOPIC	**The danger of cigarette**
OBJECTIVES	**Meningkatkan keterampilan menulis siswa**
VOCABULARIES	
MATERIALS	**Buku**
TIME	**1x45 Menit**
POTENSIAL PROBLEM	

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
1. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatatan pembelajaran dan memperkenalkan diri kepada siswa 2. Peneliti memberikan absen kepada siswa 3. Peneliti menanyakan kabar kepada siswa "how are you students" 4. Peneliti memberikan dorongan dan motivasi pada siswa 5. Peneliti menjelaskan media belajar kepada siswa 6. Peneliti menayakan tentang pembelajaran writing kepada siswa	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti 2. Siswa mengisi absen dari peneliti 3. Siswa menjawab "we are fine mis" 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan 5. Siswa mendiskusikan	20 menit

7. Peneliti menjelaskan materi writing kepada siswa	media yang akan digunakan oleh peneliti 6. Siswa menjawab peneliti 7. Siswa mendengarkan dan memperhatikan peneliti.	

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik. 2. Peneliti memperkenalkan konsep penggunaan metode (dictation) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan) 3. Peneliti menentukan satu topik dalam teks deskripsi 4. Peneliti menggunakan tehnik mendikte (dictation) untuk melatih siswa dalam menulis untuk mendaptakan ketepatan dalam menulis. 5. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan metode (dictation) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis. 6. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.	1. Siswa memperhatikan penjelasan peneliti 2. Siswa menyimak tentang penggunaan metode dictation 3. Siswa menyimak topik yang diberikan oleh peneliti 4. Siswa memperhatikan peneliti 5. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan metode (dictation) 6. Siswa	15 menit

	mengumpulkan tugas yang diberikan.	

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru.	10 menit

Pertemuan III

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	**XI**
TOPIC	**My hobby**
OBJECTIVES	**Meningkatkan keterampilan menulis siswa**
VOCABULARIES	
MATERIALS	**Buku**
TIME	**1x45 Menit**
POTENSIAL PROBLEM	

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
1. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatatan pembelajaran dan memperkenalkan diri kepada siswa 2. Peneliti memberikan absen kepada siswa 3. Peneliti menanyakan kabar kepada siswa "how are you students" 4. Peneliti memberikan dorongan dan motivasi pada siswa 5. Peneliti menjelaskan pembelajaran yang akan dibawakan kepada siswa 6. Peneliti menayakan tentang pembelajaran	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti 2. Siswa mengisi absen dari peneliti 3. Siswa menjawab "we are fine mis" 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan 5. Siswa mendiskusikan	20 menit

writing kepada siswa 7. Peneliti menjelaskan materi writing kepada siswa	media yang akan digunakan oleh peneliti 6. Siswa menjawab peneliti 7. Siswa mendengarkan dan memperhatikan peneliti.	

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik. 2. Peneliti memperkenalkan konsep penggunaan metode (dictation) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan) 3. Peneliti menentukan satu topik dalam teks deskripsi 4. Peneliti menggunakan tehnik mendikte (dictation) untuk melatih siswa dalam menulis untuk menghasilkan ketepatan dalam menulis 5. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan metode (dictation) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis. 6. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.	1. Siswa memperhatikan penjelasan peneliti 2. Siswa menyimak tentang penggunaan metode dictation 3. Siswa menyimak topik yang diberikan oleh peneliti 4. Siswa memperhatikan peneliti 5. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan metode dictation 6. Siswa	15 menit

	mengumpulkan tugas yang diberikan.	

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru.	10 menit

Pertemuan IV

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	**XI**
TOPIC	**Covid-19**
OBJECTIVES	**Meningkatkan keterampilan menulis siswa**
VOCABULARIES	
MATERIALS	**Buku**
TIME	**1x45 Menit**
POTENSIAL PROBLEM	

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
1. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatatan pembelajaran dan memperkenalkan diri kepada siswa 2. Peneliti memberikan absen kepada siswa 3. Peneliti menanyakan kabar kepada siswa "how are you students" 4. Peneliti memberikan dorongan dan motivasi pada siswa 5. Peneliti menjelaskan media belajar kepada siswa 6. Peneliti menayakan tentang pembelajaran	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti 2. Siswa mengisi absen dari peneliti 3. Siswa menjawab "we are fine mis" 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan 5. Siswa mendiskusikan	20 menit

writing kepada siswa 7. Peneliti menjelaskan materi writing kepada siswa	media yang akan digunakan oleh peneliti 6. Siswa menjawab peneliti 7. Siswa mendengarkan dan memperhatikan peneliti.	

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik. 2. Peneliti memperkenalkan konsep penggunaan tehnik mendikte (dictation) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan) 3. Peneliti menentukan satu topik dalam teks deskripsi 4. Peneliti menggunakan tehnik mendikte (dictation) dalam menulis untuk menghasilkan ketepatan dalam menulis. 5. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan metode (dictation) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis. 6. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.	1. Siswa memperhatikan penjelasan peneliti 2. Siswa menyimak tentang definisi,manfaat dan cara menerapkan dictation 3. Siswa menyimak topik yang diberikan oleh peneliti 4. Siswa memperhatikan peneliti 5. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan tehnik (dictation)	15 menit

	6. Siswa mengumpulkan tugas yang diberikan.	

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru.	10 menit

Pertemuan V

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	**XI**
TOPIC	**Best palce**
OBJECTIVES	**Meningkatkan keterampilan menulis siswa**
VOCABULARIES	
MATERIALS	**Buku**
TIME	**1x45 Menit**
POTENSIAL PROBLEM	

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
1. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatatan pembelajaran dan memperkenalkan diri kepada siswa 2. Peneliti memberikan absen kepada siswa 3. Peneliti menanyakan kabar kepada siswa "how are you students" 4. Peneliti memberikan dorongan dan motivasi pada siswa 5. Peneliti menjelaskan media belajar kepada siswa 6. Peneliti menayakan tentang pembelajaran writing kepada siswa 7. eneliti menjelaskan materi writing kepada siswa	1Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti 2. Siswa mengisi absen dari peneliti 3. Siswa menjawab "we are fine mis" 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan 5. Siswa mendiskusikan media yang akan digunakan oleh peneliti 6. Siswa menjawab peneliti 7. Siswa mendengarkan dan memperhatikan peneliti.	20 menit

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi,	1. Siswa	15

penggunaan kosa kata, tata bahasa, dan mekanik. 2. Peneliti memperkenalkan konsep penggunaan tehnik (dictation) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan) 3. Peneliti menentukan satu topik dalam teks deskripsi 4. Peneliti menggunakan (dictation) dalam menulis untuk menghasilkan ketepatan dalam menulis 5. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan tehnik (dictation) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis. 6. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.	memperhatikan penjelasan peneliti 2. Siswa menyimak tentang definisi,manfaat dan cara menerapkan dictation 3. Siswa menyimak topik yang diberikan oleh peneliti 4. Siswa memperhatikan peneliti 5. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan metode (dictation) 6. Siswa mengumpulkan tugas yang diberikan.	menit

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru.	10 menit

Pertemuan VI

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	**XI**
TOPIC	**Gadget**
OBJECTIVES	**Meningkatkan keterampilan menulis siswa**
VOCABULARIES	
MATERIALS	**Buku**
TIME	**1x45 Menit**
POTENSIAL PROBLEM	

Present : Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
1. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatatan pembelajaran dan memperkenalkan diri kepada siswa	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi	20 menit

2. Peneliti memberikan absen kepada siswa 3. Peneliti menanyakan kabar kepada siswa "how are you students" 4. Peneliti memberikan dorongan dan motivasi pada siswa 5. Peneliti menjelaskan media belajar kepada siswa 6. Peneliti menayakan tentang pembelajaran writing kepada siswa 7. Peneliti menjelaskan materi writing kepada siswa	peneliti 2. Siswa mengisi absen dari peneliti 3. Siswa menjawab "we are fine mis" 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan 5. Siswa mendiskusikan media yang akan digunakan oleh peneliti 6. Siswa menjawab peneliti 7. Siswa mendengarkan dan memperhatikan peneliti.	

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik. 2. Peneliti memperkenalkan konsep penggunaan metode (dictation) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan) 3. Peneliti menentukan satu topik dalam teks deskripsi 4. Peneliti menggunakan tehnik (dictation) dalam	1. Siswa memperhatikan penjelasan peneliti 2. Siswa menyimak tentang definisi,manfaat dan cara menerapkan dictation 3. Siswa menyimak	15 menit

menulis untuk menghasilkan ketepatan dalam menulis. 5. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan tehnik (dictation) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis. 6. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.	topik yang diberikan oleh peneliti 4. Siswa memperhatikan peneliti 5. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan metode (dictation) 6. Siswa mengumpulkan tugas yang diberikan.	

Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru.	10 menit

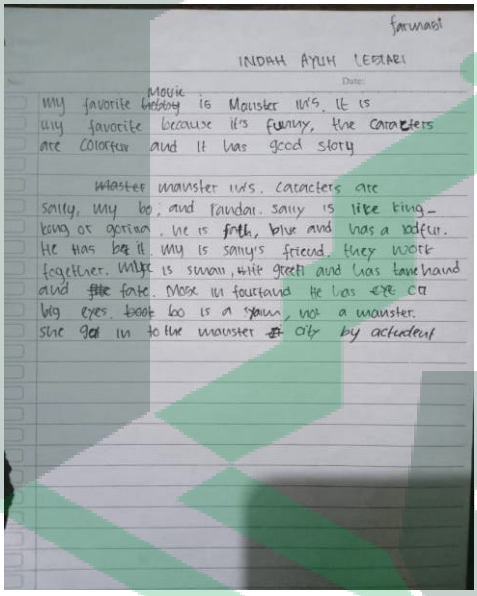
Dokumentasi

Mengajar dalam kelas :

LARUTAN

LARUTAN

Pretest :



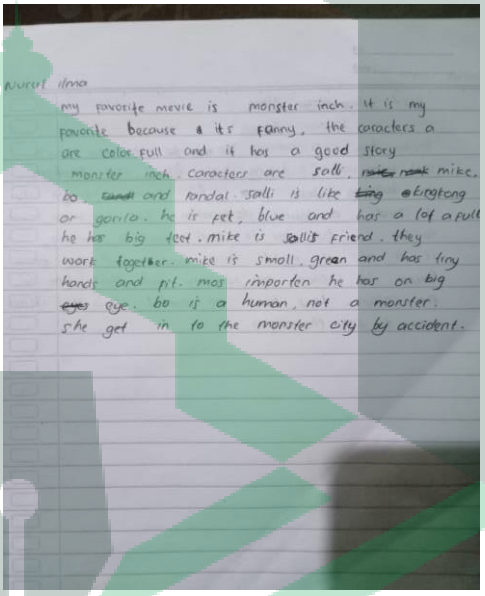
farmasi

INDAH AYUH LESTARI

Date:

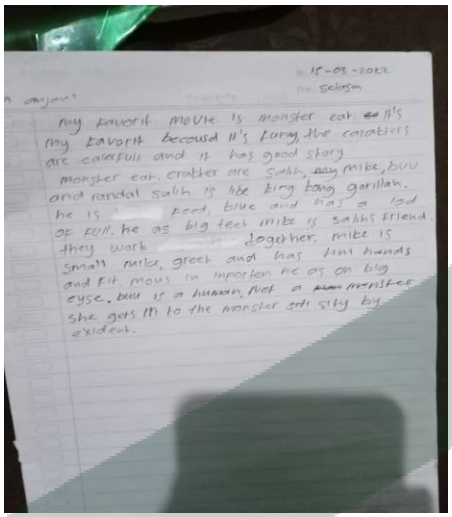
my favorite ~~hobby~~ Movie is Monster in's. It is my favorite because it's funny, the caracters are colorfur and it has good story

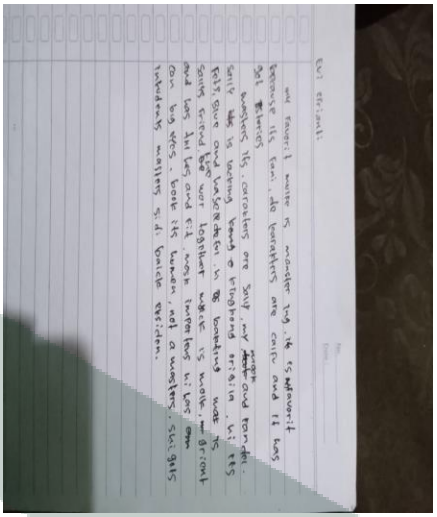
~~Master~~ manster in's. caracters are sally, my bo, and randal. sally is like king-kong or gorila. he is fath, blue and has a lodfur. He has ~~be~~ it. my is sally's friend. they work together. mike is small, ~~it~~ greeh and has tane hand and ~~the~~ fate. Mose in fourtand He has ~~eye~~ or big eyes. ~~book~~ bo is a syam, not a manster. she ~~get~~ in to the manster ~~it~~ city by actudent

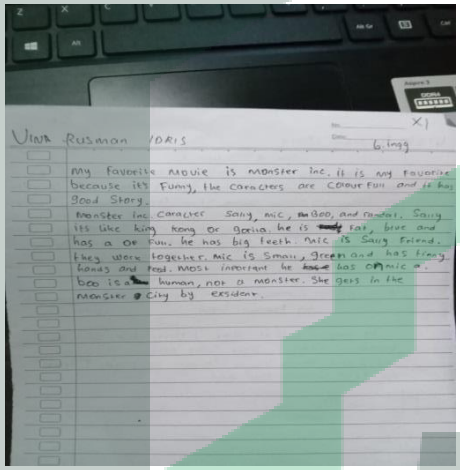


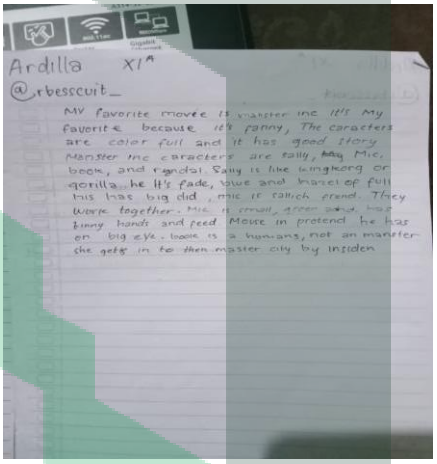
Nurul ilma

my favorite movie is monster inch. It is my favorite because ~~a~~ it's fanny, the caracters a are color full and it has a good story monster inch. caracters are salli, ~~mike~~ ~~rank~~ mike, bo, ~~randl~~ and randal. salli is like ~~king~~ ~~e~~ kingkong or gorila. he is fet, blue and has a lot a full he has big feet. mike is sallis friend. they work together. mike is small, green and has tiny hands and pit. mos importen he has on big ~~eyes~~ eye. bo is a human, not a monster. she get in to the monster city by accident.

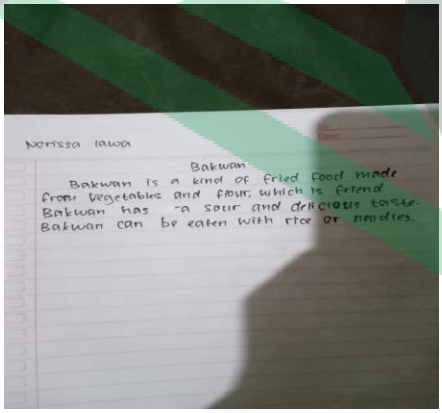

15-03-2022
Selasa
my favorit movie is monster eat. it's my favorit becoused it's funny, the carakters are calorfull and it has good story
monster eat. crakter are salih, mike, buu and randal salih is like king kong gorillah. he is feed, blue and has a lod of full. he as big teet mike is salihs friend. they work together. mike is small mike, greet and has tini hands and fit mous in inporten he as on big eyse. buu is a human, not a monster she gets in to the monster city by exident.

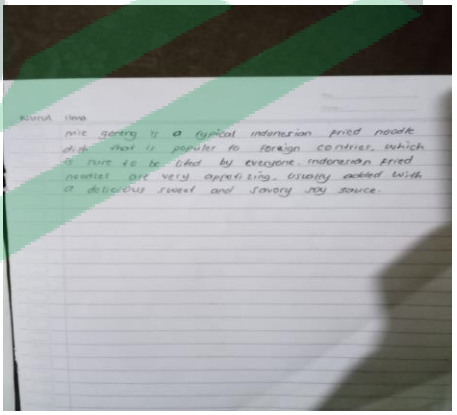

Evi erianti
my favorit mvie is monster ing. it is favorit because its funi, de carakters are calor and it has got stories
masters its. carakters are sally, my mike and randal. sally is lacking kong o kinghong origila. hi its fats, blue and has a lod. in is backing mike is sally friend. they work together mike is mole, brient and has tini hes and fit. most importens hi has on big eyes. book its human, not a masters. shi gets in kudenis masters si di bakele residem.

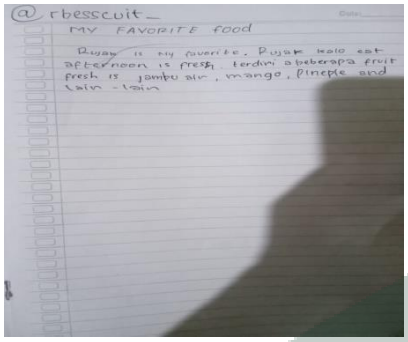

Vina Rusman IDRIS
X1
6. Ingg
my favorite movie is monster inc. it is my favorite because its funny, the caracters are colour full and it has good story.
monster inc. caracter sally, mic, Boo, and randal. Sally its like king kong or gorila. he is fat, blue and has a or full. he has big teeth. mic is Sally friend. they work together. mic is small, green and has tinny hands and feed. most important he has on mic a. boo is a human, not a monster. She gets in the monster city by exsident.

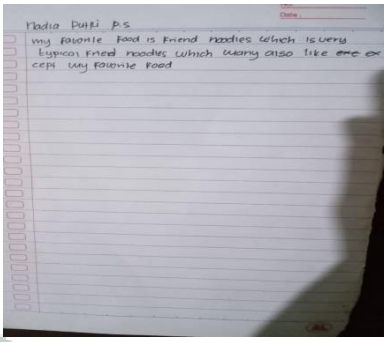

Ardilla X1A
@rbesscuit_
MY favorite movie is monster inc it's my favorite because it's fanny, The caracters are color full and it has good story
Monster inc caracters are sally, Mic, book, and randal. Sally is like kingkong or gorilla. he it's fade, blue and hazel of full his has big did, mic is sallich friend. They work together. Mic is small, green and has tinny hands and feed. Mouse in pretend he has on big eye. book is a humans, not an manster she gets in to then master city by insiden

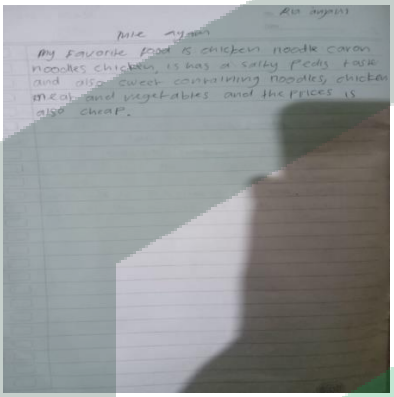
Treatment :

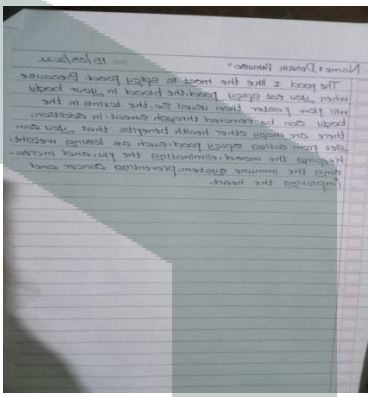

Norissa lawa
Bakwan
Bakwan is a kind of fried food made from vegetables and flour, which is friend. Bakwan has a sour and delicious taste. Bakwan can be eaten with rice or noodles.


Nurul Ilma
mie goreng is a typical indonesian fried noodle dish that is popular to foreign contries, which is sure to be lited by everyone. indonesian fried noodles are very appetizing, usually added with a delicious sweet and savory soy sauce.

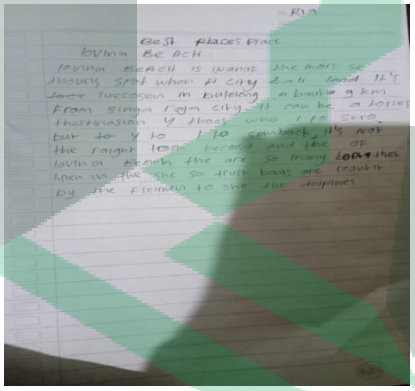

@rbesscuit_
MY FAVORITE food
Rujak is my favorite. Rujak kalo eat afternoon is fresh. terdiri a beberapa fruit fresh is jambu air, mango, pineple and lain-lain

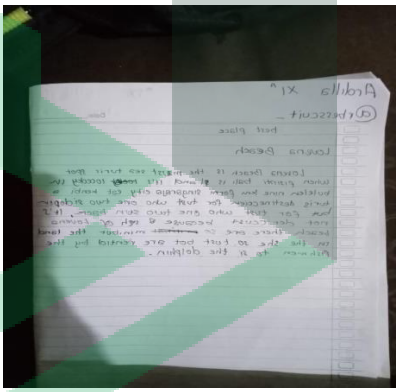

Nadia Putri P.S
my favorite food is friend noodles which is very typical fried noodles which many also like except my favorite food

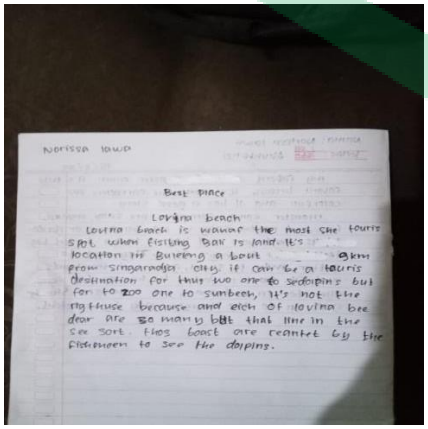

Ria ayani
My favorite food is chicken noodle caron noodles chicken, is has a salty pedis task and also sweet containing noodles, chicken meat and vegetables and the prices is also cheap.

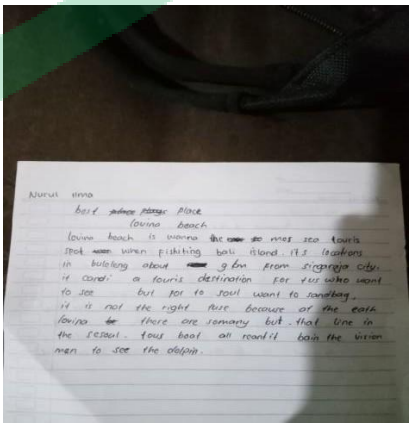


Post test :


Ria
Best Places Place
lovina Beach
lovina Beach is wanaf the most se thouris spot when it city bali land it's loce luecosen in buleleng a bauta 9 km from singa raja city. it can be a tories thestinasion y thoos who i to sero. but to y to i to sunback, it's not the raight tom becaud and the of lovina Beach the are so many bat that linen in the she so trust boats are reantit by the fleimen to sue the dolpines




Norissa lawa
Best Place
Lovina beach
Lovina beach is wanaf the most she touris spot when fishing bali is land. it's location in Buleleng a bout 9km from singaradja city. it can be a touris destination for thus wo one to sedolpins but for to zoo one to sunbeen, it's not the rigthuse because and eich of lovina bee dear are so many bat that line in the sex sort. thos boast are reantet by the fishmeen to see the dolpins.


Nurul ilma
best place
lovina beach
lovina beach is wanna the most sea touris spot when fishing bali island. it's locations in buleleng about 9 km from singaraja city. it candi a touris destination for tus who want to see but for to soul want to sandbag. it is not the right pase because of the eath lovina there are somany but that line in the sesaul. tous boat all reantit bain the vision men to see the dolpin.