

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

The theoretical framework used dictation method to describe how researcher put some theories related to the purpose of this research.

2.1.2 Writing Ability

2.1.2.1 Definition of Writing

There are some definition of writing such as : Nunan (2003:88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writer are demanded to show the thoughts and organize them into a good composition. In addition writing present the writer's concept in understanding an issues which is shown in public.

Writing is considered as an active creation of text involves on the one hand lower-order transcription skill such as handwriting, punctuation, and dictation, and on the other hand higher-order self-regulated thinking process such as planning, sequencing, and expressing the content (Berninger *at al*, 2002).it requires the writer to express the content of writing good composition by considering the aaspects of writing to be understood by the reader.

According to White and Arndt (1991) in Hammad (2013:1), writing is a thinking process which demands intellectual effort, and it involves generating

ideas, planning, goal, setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meanings. It means that writing consists of some stages that should be done by the writer in conveying the message of writing.

Based on the explanation, it can be concluded that writing is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspect and writing stage to be clear understood.

2.1.2.2 Teaching Writing

Teaching writing is the process of interaction between students and a teacher in the classroom that result in written production. Writing stand as an act of interaction that present in a written form and it could be read by a reader (Chan, 1986). The primary objective of teaching writing is to achieve linguistic, communicative, and cultural competence (Malyuga, Litvinov, & Panicheva, 2016). Firstly, linguistic competence shows the fact that in writing classs, a foreign language is used to write, it is aimed that English is an international language. Second, communicative competence reveals when students organize their ideas into a written form, they express their view toward things and express their attitude in written form. Last, cultural competence requires students could express their ideas in a good manner, analysis, comparison, and evaluation of the facts and events that they revealed. Those three competences can be acquired by EFL students through the activity of journal writing.

A piece of writing transfer the intended information and build a successful communication to the reader. Students' writing has to convey a message which could be caught by the reader. In Indonesian context, EFL students are not confident to express their ideas to others, moreover they tell it in English (Aininna, 2014). Moreover, in this study the researcher found the problem that the students were difficult to express their ideas in written form and organize the ideas in one game text.

Journal writing method has been investigated in many empirical studies in Indonesian EFL context. There are a research by Hapsari, Santosa, & Asib (2018) the implementation of writing provides a successful result to writing activity in the aspects of interaction, attitude, and motivation. Next, a research by Aininna (2014) she found writing improve students' writing of personal letter in terms of sentence variety and the quality of the expressions.

2.1.2.3 Writing Ability

A simplistic view of writing would assume that written language is simply the graphic representation of spoken language (Brown, 2001:335). Writing is more complex than this; hence writing pedagogy is important, as Brown states by claiming that writing is as different from speaking as swimming is from walking" (2001:335). This is supported and developed by Hedge, who states that writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: "produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of reader. (2005:10)

. Therefore effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore, Hedge mentions features such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one's written text (2005:7). All these points make the teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies. Cushing Weigle looks at the writing ability from several perspectives. For instance, she views it as a social and cultural phenomenon and as a cognitive activity (2002:14). These two aspects are briefly presented below.

The term of ability is defined as skill or power. Writing ability is specific ability which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. The ability to write is important. According to Harmer (2004: 34), students need to have the ability to write is more than just learn how to write in various genres using different registers. It is about helping students to communicate real message in appropriate manner.

Tan in Haslan (2017) states that, writing ability is the ability of the writer to put pen and paper to express ideas through symbols. Representation on the paper will have content and meaning that can be a communication tools between the writer and other people. Ability can be defined as a competence or quality, especially pshysical, mental or legal power in doing something. The ability to

write is important because they allow people to get a point across without being physically present.

Writing ability according to the approaches to the teaching of writing, it is not plausible to find “the” writing ability which is accepted and agreed amongst all researchers and practitioners of English writing. Since writing ability is multifaceted in its own right, any approach and accordingly its definition of writing ability cannot be thorough and comprehensive in its own right. Each approach and definition has its own merits and demerits, depending on which facet it mainly focuses on among complex aspects of writing. As a result, it is valuable to investigate each approach and definition.

2.1.2.4 How to Improve Writing Ability

While some people are naturally talented at writing, anyone can develop their writing skills over time. Once you understand the different types of writing skills, you can focus on how you use them in the workplace and improve over time. Identify your strongest writing skills and develop strategies to improve those skills to a professional level:

1. Review grammar basics

Get back to the basics to help you improve your writing. Knowing how to write complete sentences, choose correct words, such as their, they're and there, and when to use a comma can help you feel more comfortable with your writing tasks. Search for free online resources to refresh your grammar skills.

2. Take grammar quizzes

Even the most experienced writers have trouble with grammar. Taking grammar quizzes or playing games online is a great way to hone your knowledge of spelling and sentence structure.

3. Know your audience

Before you begin writing, consider what your audience values and how you can use your word choice and sentence structure to appeal to them. Practice writing a prompt for different audiences and notice how your tone shifts.

4. Read your writing aloud

Read your writing aloud during the editing process to catch any errors that you might not have noticed otherwise. Reading aloud also helps you hear any awkward phrasing and get an idea of your overall tone and effectiveness.

5. Vary your sentence structure

As you write, try to vary your sentence structure to give your writing rhythm. A mix of short and long sentences with different literary devices can keep the reader interested and create a natural flow that guides them through your writing.

6. Practice daily

Even if you don't have to write every day at work, practice writing in some way every day. Focus your time on the types of writing where you most

need to improve. Give yourself writing prompts and challenge yourself to try out different skills.

7. Read regularly

One of the best ways to improve your writing is to read a variety of writing styles daily. It can help you recognize how different elements of writing can fit together effectively. The more exposure you have to quality writing, the better you will be able to produce great writing yourself. Reading helps you understand how to apply the writing skills you have learned.

2.1.2.5 The Aspect of Writing

Five categories aspect of writing classified by Brown and Bailey (2004: 244) in Fahreza (2017) that are as follows:

1. Content

Content refers to the essence of writing, the experience of main idea. It is identified by seeing the topic sentence. The topic sentence should reflect the entire of the paragraph and express the main idea.

2. Vocabulary

Vocabulary refers to the words or selection those are suitable with the content. It can be classified by seeing the words choice or diction to convey ideas to the reader.

3. Grammar

Grammar refers to the use of syntactical pattern and the correct grammatical forms. It is identified from the construction of well-formed sentence. Style is also important in ensuring that a piece of writing is clear and consistent.

4. Organization Skill

A well-organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. It is referred to the ideas that stick together so that ideas run smoothly during the process of writing.

5. Mechanics

Mechanics of writing are critical parts of learning to write. Mechanics are description about the spelling, punctuation, capitalization, paragraphing, and handwriting in written product. It is as basic of the evaluation in the profile of composition.

2.1.2.6 The Criteria of Good Writing

There are some criteria of good writing according to Tarigan in Hotimah (2015: 15):

1. A good writing result shows the abilities of the writer in arranging ideas in a good sequential order.
2. A good writing is write clearly. It means the writer using the sentece well, language and example. Therefore the meaning is in line to what the writer's want, so it can make the readers easy to understand.
3. A good writing result is write surely. It can make the readers interest in the main idea of the writing. So the main idea can describe clearly and logically.

4. A good writing shows the ability of the writer of criticize his draft and revise it to get the better writing. The main factor of the successfulness in writing is the abilities of the write to revising his draft.

A good writing is show the pride of the writer to his writing. It is important since they give good contribution to the result.

2.1.2.7 The Text Genre of Writing

There are many text genres of writing in English. The five major genres of texts taught in school are:

1. Declarative sentence (statements)

The declarative sentences is the sentence in which the subject and predicate have normal word order. The sentence ends with the period in writing and a srop in pitch in speech.

2. Interrogative sentence (questions)

The interrogative sentence is the sentence in which the subject and auxiliary are often reserved. The sentence ends with a question mark in writing. In the spoken language, most yes no question end with a rise pitch, most interrogative words end with a fall in pitch.

3. Imperative sentences (command, request)

The imperative sentence is the sentence in which only the predicate is expressed. The simple form of verb is used, regardless of person or tenses. The imperative sentence end with a period in writing and a drop in speech.

4. Exclamatory sentence (exclamations)

The exclamatory sentence is the sentence which begins with an exclamatory phrase consisting of what or how plus a part of the predicate. The exclamatory phrase is followed by the subject and balance of the predicate. In writing, the exclamatory sentence ends with an exclamatory mark.

2.1.2.8 The Rating Scale of Writing Assessment

The raters rate the quality of writing. According to Jacobs et al (1981) in Febriani (2014) the rating scale of writing procedure text as follows:

1. Excellent Writing

The result should demonstrate strong logical sequencing, knowledgeable, relevant to the topic, broad command of vocabulary and idiomatic language, ideas clearly stated, and well-organized.

2. Good Writing

The result should demonstrate an effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, despites any errors and/or some awkwardness of style. Good use of idioms and vocabulary. Read smoothly overall.

3. Fair Writing

The result should demonstrate a fair ability to express ideas; frequent errors of spelling, punctuation, capitalization, and paragraphing. Some apt vocabulary and idioms. Occasional signs of fluency and sense of style.

4. Poor Writing

The result should demonstrate a limited range, frequent errors of word choice, usage but meaning confused or obscured. Limited vocabulary. Frequent use of L1. Occasional redeeming features.

5. Very Poor Writing

The result is Dominated by errors. Essentially translation, little knowledge of English vocabulary, not enough to evaluate.

Table 2.1 Level of Students' Skill in Writing

(adapted from Jacobs et al ; 1981 in Febriani (2014))

Level of mastery	Letter Case	Value	Criterion
85 – 100	A	4	Excellent
70 – 84	B	3	Good
55 – 69	C	2	Fair
50 – 54	D	1	Poor
0 – 49	E	0	Very Poor

2.1.3 Dictation **Method**

Dictation is the action of saying words aloud to be typed, written down or recorded on tape. Dictation is described as an assessment of integration listening and writing, but the main skills that are assessed during dictation is writing. So, according to the author of the dictation is a combination of activities listen and

write, by writing what is heard from other people's words, but the main skill that is assessed is writing skills.

According to Diane Larsen-Freeman, the steps are the teacher read the dictated passage three times. First time teacher read it at normal speed, while students only listen. The second time the teacher reads the passage phrase by phrase, pause long enough to allow students to write down what they heard. And finally the teacher reads again with normal speed, then students check their work.

Meanwhile, the steps of the dictation method according to Scoot Alkire is as follows: To initiate the teacher dictates one times, at a normal speech rate. As previously stated, It is recommended for teachers to choose one text from the textbook class which the student already knows (for example, part of an essay, short stories, or articles). During the first reading, students only must listen. The teacher then dictated a second time, rather slowly, the students started write. The teacher calls a stop after each phrase as well as a gift punctuation marks, which must also be included in the student's writing. Sometimes, students will ask for a word or phrase to repeat, and repeat word, if requested. For each word that the student cannot write, tell them to leave it blank and continue writing dictation. The teacher then dictated a third time at the speed of speech normal, along with punctuation. During this reading, students inspect their work and make final repairs.

After completing the dictation and giving students one or two minutes for the final examination, the teacher instructs students to stop. They then took the source material for the dictation and check their own writing. Another way, the teacher can ask students to check his friend's dictation.

Furthermore, from other sources it is stated that there are two ways to do the dictation method dictation teaching in class. Namely by dictating the material the lesson is on the blackboard and students record/write it in a book write. Then dictation in the way the teacher just reads the material lesson, then students write it down in their notebooks each.

2.1.3.1 Steps of Dictation Method

The steps of the dictation method are as follows:

1. Give apperception first, before starting the dictation. Use it is so that students' attention is focused on the lesson to be learned started.
2. If the dictation is done by writing the dictation material, then step taken are as follows:
 - a) The teacher writes the subject matter on the blackboard with the correct writing interesting.
 - b) Read the written dictation subject matter slowly and eloquent.

- c) After the teacher reads the dictation, then order between them to read the dictation program until it is correct and fluent. If necessary all students can read the dictation.
 - d) After finishing reading the dictation of all students, the teacher orders them to record it in notebooks.
 - e) Hold questions and answers, things that are considered not understood and understood. And then repeat the reading once again until there are no more errors.
 - f) Write down difficult words and an overview of the dictation material.
 - g) The teacher instructs all students to record/write the dictation in front of the blackboard into their respective notebooks, with right and neat.
 - h) After finishing the dictation, the teacher collects all the children's dictation notes to be examined or assessed.
3. And if the dictation is carried out in this way: The teacher reads the material dictation lessons to students, then the steps taken are as follows:
- a) Hold an apperception first, so that the attention of all students focused on dictation.
 - b) The teacher begins to dictate clearly / clearly, and not too fast, whether it is by way of portions or by reading overall. And pupils through his attention and listening carefully, jotting them down in their notebooks.

- c) Collect all student dictation notes, for later inspection, whether the results of the dictation are correct or not.
- d) The teacher holds questions and answers regarding the dictations just now done it, and then asked one of the students to write it on the blackboard.
- e) The teacher corrects the dictation as a whole, and can explain return to the sentences that have not been understood by students,
- f) End the teaching by giving various instructions and advice to students.

4. Conduct an assessment (evaluation), or post test, regarding the dictation material, whether the goal has hit the target or not, if not, then needs to be redone and repaired.

2.1.3.2 Types of Dictation Method

Sawyer and Silver define 4 types of dictation that can be used in language learning, namely:

a) Phonemic item dictation

In this type of dictation teaches students to distinguish forms phonemes in words through language sounds so that students can produce accurate words.

b) Phonemic text dictation

Extension of the phonemic item dictation. Which consists of, teacher pronounce phonemes and students are required to write them down. Phonemic item dictation is a very useful way to understand how the sound of English changes and relation to speaking.

c) Orthographic item dictation

This type of dictation invites students to write sentences in different ways Write down every word uttered by the teacher.

d) Orthographic text dictation

This type of dictation can reveal the understanding and weaknesses of the grammar language to students by inviting students to write something unified parts/sentences.

Meanwhile, according to another source also stated that, There are four types in dictation, namely:

a) Copying Dictation

This dictation is the first step in language learning to improve students' ability to write letters and sentence. This dictation is done by copying the writing, suitable given to beginners. Teaching this is done by giving writing or text on whiteboards, books, cards, pictures, or anything else. After the teacher gives examples of reading or reciting writing, followed

by the students smoothly. After that, the meaning is discussed contained in the writing, then students copy it to in a writing book.

b) Observing Dictation

Observing here is looking at writing in certain media carefully, then transferred into the book without looking again writing on the media. This dictation is basically almost the same dictation copying in terms of copying or moving writing. But deep the process of copying students is no longer allowed to Look at the writing presented by the teacher. Students in this case agree may have to copy the writings of their previous sightings. This dictation is slightly higher in difficulty than the dictation copy. So in practice it would be more suitable given to more advanced beginners.

c) Listening Dictation

Listening dictation is listening to words or sentences or text read aloud and then write it. This dictation is more difficult because students are required to write sentences or texts without seeing examples writing from the teacher, but relying on the results of their accuracy while listening to the teacher's reading.

d) Test Dictation

As the name implies, the test dictation aims to measure abilities and progress of the students in the dictation they had learned at the previous meeting. Fit for purpose, inside the test dictation of students is no longer

directed by the teacher in activities writing, then before doing so the students are given grace enough time to do the exercises.

2.1.3.3 Motion In Dictation Method

This motion focuses on making letters using the dictation method. Because the author intends that students better understand and be able to make letters using the dictation method.

Table 2.2 Motion In Dictation

Motions
Yours faithfully In connection with the implementation of K3 training activities. So we hereby request that 10 employees of PT Husada Training be able to take part in the K3 training activities. We hope that this application will be accepted and there will be confirmation as soon as possible to carry out these activities. Thus we submit this application letter, thank you for your attention and cooperation.

2.1.4 English for Office

Applying for a job requires a lot of preparation and readiness. As a job applicant, it is important to know and learn terms and also techniques for doing so. One of the ways to prepare for the job application process is to comprehend ways of communicating in office. In the office context, communication is done

through two ways, namely the written and spoken communication. This kind of communication needs to be done by the applicant to make sure that the employer knows that they are applying for a job in the company. However, to get a job in a company, an applicant must communicate their skills and abilities in the written form. These kinds of communication can be done through a job application letter, or the cover letter, which functions as a cover to your curriculum vitae (or resume) to communicate your intention of working in a company (Farr & Kursmark, 2009). These kinds of communications are one form of business correspondence. After an applicant writing their curriculum vitae or resume and has polished them to the best form, a cover letter (or a job application letter) is then needed to tell the employer of their skills needed in the job. One of the reasons why we write in office , as coined by Talbot (2009), instead of thinking of business office as a soft skill, which can mislead to another direction, is the attitude toward the business itself.

Hutchinson & Waters (1987, p.19) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning. Robinson (1991, p.1) viewed ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students'/participants' specialist area of interest. Richards & Rodger (2001, p.107) saw ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its

own shake. The more detail definition of ESP comes from Strevens (1998) who defined ESP as a particular case of general category of special purpose language teaching. He further revealed that the definition of ESP is needed to distinguish between four absolute and two variable characteristics.

In this very high speed of mobility, meeting other people directly to discuss something is not always possible. Especially if we need to reach out a huge number of people. It must be ineffective to meet them one by one. Sending letters or text to convey a message is considered the most convenient way to reach out people. By sending letters or text we can express our view, opinion, thoughts, idea and telling a new information as well. Even when you have uncertainty on the information you have got, you may ask this using letter or text. However, those only can be expressed in a simple, common, and formal way through written correspondence, or in a business field this is called as business correspondence. Some examples of business correspondence that maybe we are already familiar with such as job application letters, a letter to customers, inquiry letters, and complaint letters. In business, there are some types of correspondence. They are made in different purposes particularly but in general they share common importance of having correspondence. Those are internal correspondence, external correspondence, routine correspondence, sales correspondence, personalized correspondence, and circulars. In this chapter, we are going to go in a deep into routine correspondence: Information shares, request for information/action, complain and claim, as well as reply.

2.1.4.1 Examples in English for Office

2.3 Vocabulary in English for Office

No	Vocabulary	Meaning	Sentences
1	Filing cabinet	a piece of office furniture, typically made of steel, with deep drawers for storing documents.	I picked up a small filing cabinet on my desk and made to take it to my new office.
2	Flipchart	a set of sheets, as of cardboard or paper, hinged at the top so that they can be flipped over to show information or illustrations in sequence.	She was sitting in the waiting room, flipping the pages of a magazine
3	Desk lamp	is to provide task lighting for activities that require focused light, such as reading, writing, studying, or working on a computer.	You turn on your desk lamp and scan your bookshelves in the dim light
4	Hole punch	is an office tool that is used to create holes in sheets of paper, often for the purpose	Use your hole punch to make a hole at the bottom

		of collecting the sheets in a binder or folder	of the center pleat.
5	Paper clip	a length of wire bent into flat loops that is used to hold papers together.	She fastened the papers together with a paper clip
6	Binder	a hard cover for holding sheets of paper, magazines, etc.	The woman checked a ring binder on the picnic table, running down the names with her finger.

2.1.5 The Advantages and Disadvantages of Dictation Method

1) The Advantages of Dictation Method

- a. It is an intensive activity, which makes students concentrate.
 - b. The teacher can keep good control of the class, so it is a suitable technique for large classes.
 - c. It encourages 'using the context' if texts are properly chosen.
- Although it may not really develop 'independent' writing skills students do not have to express ideas in a written form or find ways of constructing sentences, it does encourage re-reading, writing

transfer skills, and of course spelling (in the widest sense: morphologically relevant elements as well as ‘ei’ or ‘ie’).

d. It helps develop writing as well as writing.

2) The Disadvantages of Dictation Method

a. It may take up a lot of time in the class, especially if the dictation is corrected word by word afterwards.

b. It is an unrealistic activity – listening may be ‘word by word’ (though this does not need to be, and students should be encouraged not to listen word for word) – and at an unnaturally slow speed.

c. It can be done quite mechanically, without real comprehension (this is debatable, and should be investigated).

2.2 Previous Studies

Here are some previous studies using the same method as researchers, namely discussing the dictation method in their research.

1. The first find in Aslamiah research entitled Using Dictation Method in Teaching English Listening Skill at Seventh Grade students of MTS 1 PAB Helvetia in 2021. The sample of this research were two classes, such as 30 students at VII C as experimental class and 30 students VII D as control class VII MTs PAB 1 Helvetia for the 2020/2021. The finding research shows that. After that, the writer do; (1) the students listening skill by using dictation method got the meant 73,16 and standard deviation is 12,55. (2) the students listening skill without

dictation method got the mean 65 and standard deviation is 12,86, The t-test results also show that $t(\text{observed})$ 2,45 is higher than $t(\text{table})$ at a significance level of 5% (0.05) with 58 degrees of freedom of 2.045. From the results of $2,45 > 2.045$ result in H_0 (null hypothesis) rejected and H_a (alternative hypothesis) accepted. So that, the alternative hypothesis (H_a) proposed is accepted and null (H_0) is rejected. So it can be conclude that there is better of using dictation method in listening skill.

2. Then the second, in the research of Nurdafi entitled Using Dictation Technique To Improve student's writing ability in 2018. In his research Nurdafi state that, The objective of this research was intended to know the students' ability in writing Narrative text through Usind Dictation viewed from its content and grammar at the class VIII_B of SMP Muhammadiyah 5 mariso, Makassar. The researcher used A Classroom Action Research (CAR). The instruments of this research were observation sheet and writing test or evaluation. The research findings indicated that use of Dictation Technique could increase the students' writing ability. The means scores of students in Diagnostic test was 5,93 (fair) became 7,09 (good) in cycle 1, the improvement from D-Test to cycle I was 19,56%. And after revision in the cycle 2 the mean score in cycle 2 was 7,93 (good), the improvement from cycle I to cycle II was 11,84%. Before implementing the using dictation the students' score in content was 5,93 (fair). And after

application the technique the students' score in cycle I became 7,09 (good), in cycle II became 7,97 (good), the improvement from cycle I to cycle II was 19,56%. The students' score in grammar before application the dictation technique was 5,66 (fair), after application the technique the score in cycle I became 7,09 (fairly good) and in cycle II become 7,99 (good), the improvement from cycle I to cycle II was 23,67%. The students' participation in teaching and learning process in the first meeting of cycle I was 63,5% and it became 86,25% in fourth meeting of cycle II.

3. Milea Tri Arista English Teaching Learning, Dictation, Technique, Writing 2019. In his research is This study showed that the the use of dictation technique applied by xSteachers in learning to write narrative texts at MA Muhammadiyah 03 Ketoro Pacitan is as follows, Then, there were some advantages and disadvantages of applying the dictation technique in teaching writing narrative text. The following are some of the advantages of applying dictation technique in teaching writing narrative texts; Writing narrative text material is easier to understand and fun. Then the dictation technique also trained students' memory. In practice, writing narrative texts still has several disadvantages, including; requiring a long time in the dictation process, and a lack of student vocabulary. In addition, students have difficulty in recognizing the words spoken by the teacher.

4. Anni Alimatul Azizah, The Effect Of Dictation Method On The Students' Writing Skill Among The Eleventh Grader At MA MA'ARIF 1 PUNGGUR (2018). Finding of this research can be concluded of Mann-Whitney Test Sig.(2-tailed) of post test is $0.000 < 0.05$, that H_a is accepted and H_o is rejected, there is a positive and significant effect of using dictation method on the students' listening skill at the eleventh grader of MA Ma'arif 1 Punggur. The conclusion is dictation method has an effect on the students listening skill.
5. Durroh's previous thesis, titled "Running Dictation To Teach Reading Recount Text At Man 1 Gresik" 2018. The aim of this study is to discover the procedure for using running dictation to teach reading recount text, as well as the teacher's problems with using running dictation to teach reading recount text at XBahasa class of MAN 1 Gresik.
6. Zahro with the title "The Effectiveness of Running Dictation Toward Eight Grade Students' Listening Ability at MTs Negeri 4 Tulungagung in Academic Year 2018". The objective of this research are to find the listening ability of the eighth grade students of MTs Negeri 4 Tulungagung in The academic year 2017/2018 taught by using Running Dictation and also to find out whether there is any significant different ability of the eighth gradestudents of MTs Negeri 4 Tulungagung in theacademic year 2017/2018 between the students'

taught without by using Running Dictation and those students' taught using Running Dictation.

7. Putri Lestari Iskandar with the title "The Influence of Dictation Method to Help Students Guess the Words In Vocabulary Mastery" The research was conducted at SMAN 1 Pelabuhanratu, Sukabumi Regency. The population of the research was the third-grade students of the academic year 2018/2019. The result of this research obtained can be seen the mean of N gain is 0.40. It means the students got an influence in medium level, also the paired t test provided the result with significance t test .000 and less than 5% (0.05). It can be calculated value of $t_{count} > t_{table}$ while ($t_{count} = 49.932 > t_{table} = 1.665$). It means H_0 is rejected and H_a is accepted to mean there is significance influence of dictation method to help students guess the words in vocabulary master
8. Mentari conduct a research about "The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text At Mts Amin Darussalam". The objective of this research are to find out students writing and describe whether the use running dictation technique can improve improve students' writing in descriptive text at the grade eight of MTs Amin Darussalam academic year 2017/2018. In her research, the conclusion was the use of running dictation technique the students score in three test: pre-test 54.8, post-test I 67.1, post-test II 76.8. And also score improvement who got score up to 75 pre-tests in

the first cycle were 4 of 40 students (10%), post-test I in the first cycle were 16 of 40 students (40%), post-test II in the second cycle was 30 of 40 students (75%).

9. Ridwan Fadli conduct a research about “ANALYSIS ON RUNNING DICTATION TECHNIQUE TO IMPROVE STUDENTS’ WRITING SKILLS IN DESCRIPTIVE TEXT” 2019. This research is mainly intended to find out the effectiveness of Running Dictation Technique. In line with the objectives of the research, the researcher used comparative method with quantitative approach. In collecting the data, the researcher used documentation in form of secondary data. The population in this research were: (1) Student of Class VIII 3 MTs Amin Darussalam, (2) Student of Class VIII A MT Susukan, (3) Students of Class X Social 1 SMAN 1 Bawang Banjarnegara. The analysis used Descriptive Analysis, Paired Samples T-Test, Normality Test, and Hypothetical Test. The results showed that there were a significant improvement in writing skills by using running dictation technique and there was a difference in value between three different subjects in applying running dictation technique to improve students’ writing skills in descriptive text. From the data collected, the running dictation technique was proven effective since the three-research subject showed improvement on writing skills in descriptive text by using running dictation technique.

10. Yanti Rosalinah et al (2018) stated that teaching writing English using dictation method is a way of developing students' writing achievement. It also can make students at SMPN 1 Pusakanagara interested during the learning process and students become active and interested in learning English, especially writing. By using dictation method, students can develop their writing achievement.

2.3 Conceptual Framework

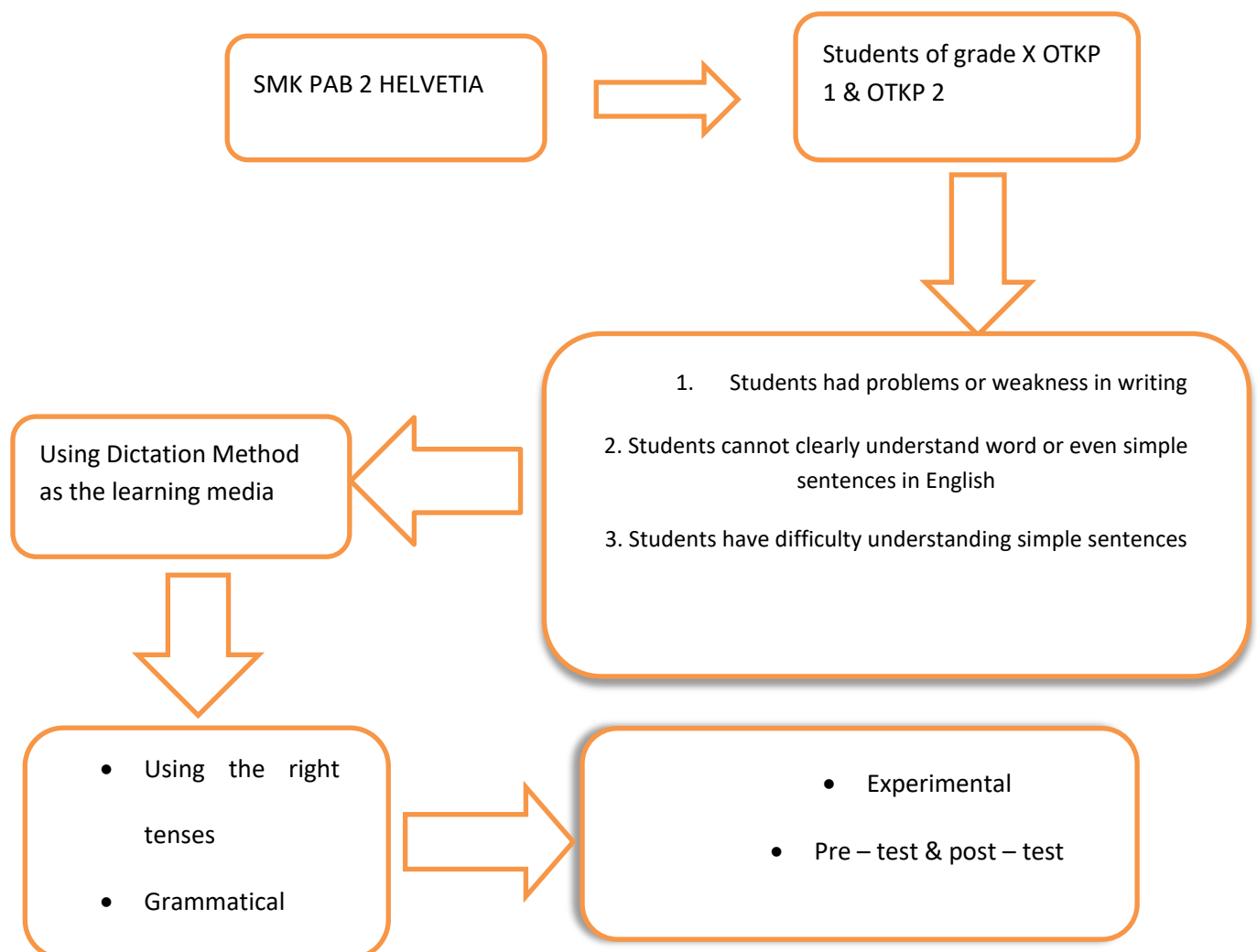
Conceptual Framework is used to give an explanation about the theoretical framework to avoid misunderstanding of the research. In essence, the main topic of this research is to identify the use of dictation method on students' writing ability. The term of ability is defined as power or skill. Writing ability is specific ability which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is one of language skill which is needed to be mastered by students.

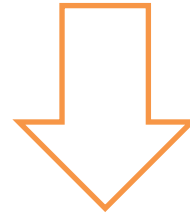
Dictation method is important to train the student in writing. The problem of student often face in writing are some factors, there are concentration, students' interest, and less vocabulary.

The first is concentration, many students have bad concentration. The second is students' interest, , many students are not interested when learning English, because they consider that English is which difficult to understand. The third is less vocabulary, many students have difficulty memorizing words in English. So, the teacher should use English dictation method, because one

effective way to attract students' attention in learning about writing is using dictation method

Figure 2.1 Conceptual Framework





THE EFFECT OF DICTATION METHOD ON STUDENTS' WRITING ABILITY IN ENGLISH FOR OFFICE

Students' interest in learning a se

and the way the teacher teaches them in the classroom. In teaching writing, teachers must increase students' interest and motivation to write actively. If students are interested, they will be motivated to write. High motivation to practice writing will improve their writing skills.

In this study, researcher uses the Dictation Method learning strategy to teach writing. Learning strategies are designed to promote better learning, increasing the enjoyment of learning. The dictation method can guide students to explore ideas and write to-do lists, plans, and goals from procedural texts in a grammatical and orderly manner. Hope that it can increase students' writing ability because it helps students to explore their ideas. So they can learn and have fun at the same time.

In conclusion, the process of teaching and learning to write is expected to be improved by using learning strategies and learning media that are effective, interesting, and appropriate. The researcher believe that the dictation method is

one of the appropriate learning strategies that can increase students' writing ability.

2.4 Hypotheses

Hypothesis is an idea which is suggested as a possible explanation for a particular situation or condition, but which has not yet been proven to be correct. To find the answer of the problem that has been explained, the researcher propose Alternative Hypothesis (H_a) and Null Hypothesis (H_0) started as follows:

H_0 : There is no significant effect of using Dictation Method on writing skill in English for Office.

H_a : There is any significant effect of using Dictation Method on writing skill in English for Office.