

**THE FIFTH GRADE STUDENTS' ABILITY IN WRITING ENGLISH WORDS
THROUGH DICTATION AT SDN PATRANG I JEMBER
IN THE 2004/2005 ACADEMIC YEAR**

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S-1
at The English Education Program of the Language and Arts Education Department,
of the Faculty of Teacher Training and Education,
Jember University

By :

MARINI QUDRIYAH
NIM. 000210401230

Aspek	Hadiah	Klass
Terima	Penerimaan	272.6
No. induk :		Qud
Peny.katalog :	<i>ly</i>	<i>7</i>

✓
e,

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2005

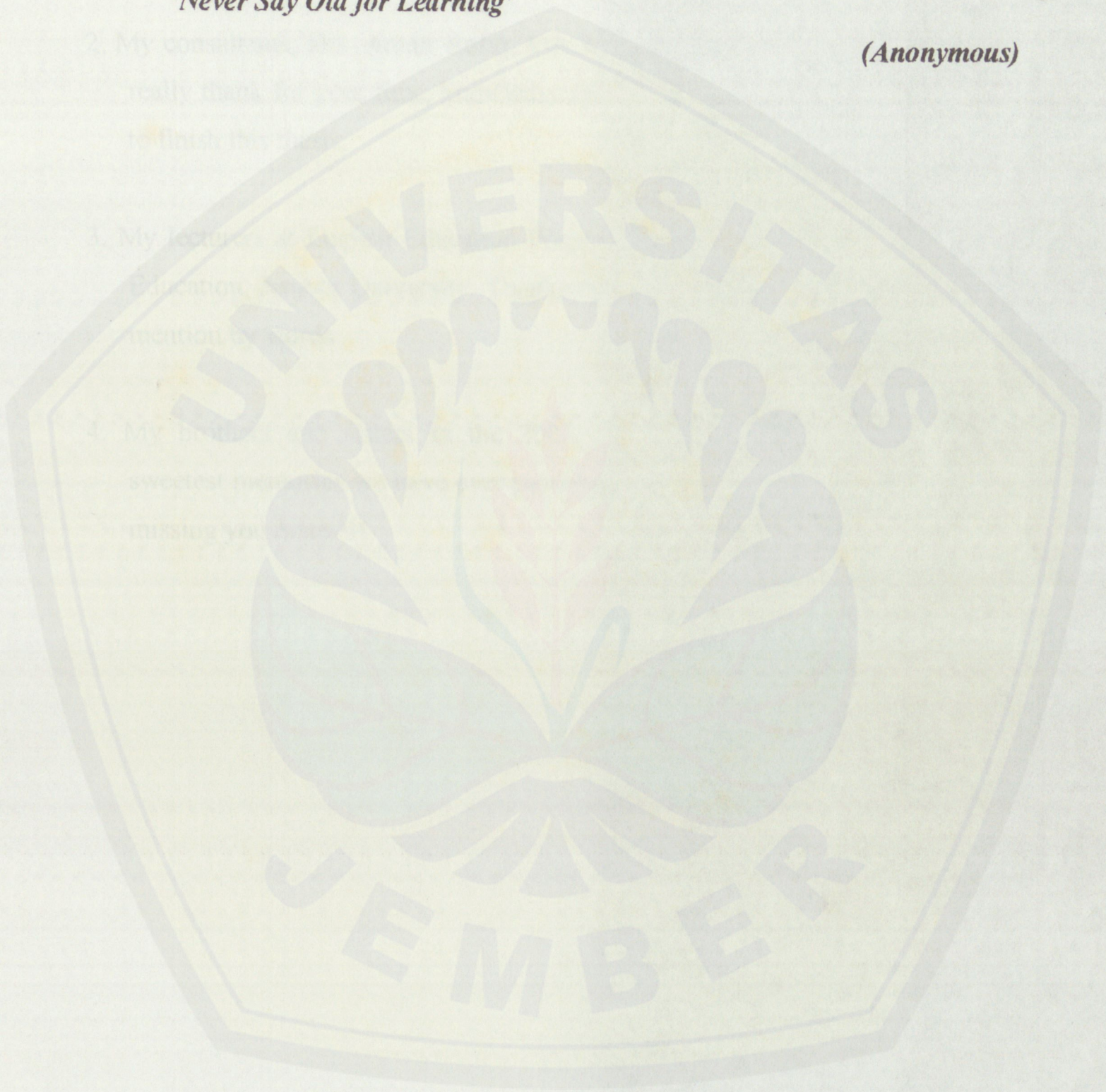
MOTTO

'To be healthy, start your day without negative thinking'

(Anonymous)

'Never Say Old for Learning'

(Anonymous)



DEDICATION

1. My honorable parents, Syamsuddin and Siti Aisyah. I love you, may Allah permit us to meet in His heaven in our second life.
2. My consultants, Drs. Annur Rofiq, MA.,MSc. and Dra. Siti Sundari, MA. I do really thank for your time, knowledge, guidance and patience that had led me to finish this thesis.
3. My lecturers at English Education Program, Faculty of Teacher Training and Education, Jember University. Thanks for giving me everything that I cannot mention by words.
4. My brothers and sisters in the 2000 level. Thanks for unforgettable and sweetest memories we have ever passed through in delight and misery. I'll be missing you mates!!!

CONSULTANT APPROVAL SHEET

THE FIFTH GRADE STUDENTS' ABILITY IN WRITING ENGLISH WORDS
THROUGH DICTATION AT SDN PATRANG I JEMBER
IN THE 2004/ 2005 ACADEMIC YEAR

THESIS

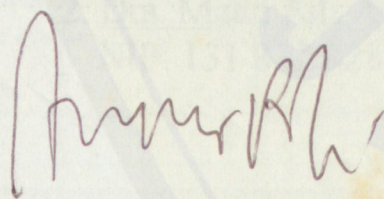
Presented as one of the requirements to obtain the degree of S1
at the English Education Program of the Faculty of Teacher Training and Education
Jember University

By:

Name : Marini Qudriyah
Identification Number : 000210401230
Level of Class : 2000
Department : Language and Arts Education
Program : English Education
Place of Birth : Jember
Date of Birth : April 16th, 1981

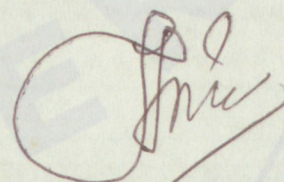
Approved by

The first consultant



Drs. Annur Rofiq, MA., MSc.
NIP: 132 232 799

The second consultant



Dra. Siti Sundari, MA
NIP: 131 759 842

APPROVAL OF EXAMINER'S TEAM

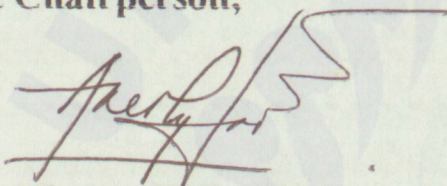
This thesis has been approved and examined by the examiner committee of the Faculty of Teacher Training and Education.

Examined on : August, 13th 2005

Place : The Faculty of Teacher Training and Education,
Jember University.

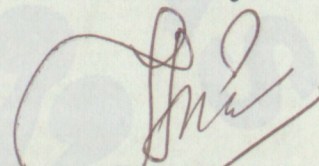
Examiner's Team

The Chairperson,



Dra. Hj. Aan E. F., MPd.
NIP: 131 832 295

The Secretary,



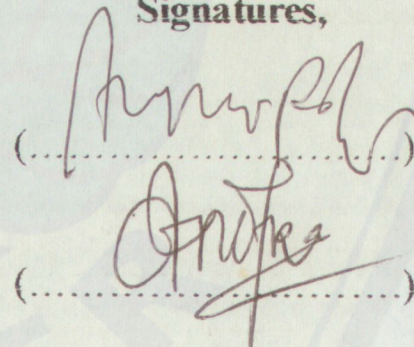
Dra. Siti Sundari, MA
NIP: 131 759 526

The Members:

1. Drs. Annur Rofiq, MA., MSc.
NIP: 132 232 799

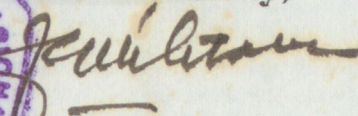
2. Dra. Made Adi Andayani T., MEd.
NIP: 131 832 325

Signatures,



The Dean

The Faculty of Teacher Training and Education
Jember University,



Drs. Iqam Muchtar, SH., MHum.
NIP. 131 403 352

ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, The Almighty, who always leads and provides blessing, mercy, and guidance to me, so I can finish this thesis.

My gratitudes are also due to:

1. The Dean of the Faculty of Teacher Training and Education
2. The Chairperson of the Language and Arts Department.
3. The first and second consultants, who have guided and corrected this thesis.
4. The headmaster of SDN Patrang I Jember.
5. The English teacher of the fifth grade students of SDN Patrang I Jember.

Finally, I have done the best for this thesis; however, I expect that it will be useful not only for myself but also for the readers.

Jember, August 2005

The writer

TABLE OF CONTENTS

TITTLE i

MOTTO ii

DEDICATION iii

CONSULTANT APPROVAL SHEET iv

APPROVAL OF THE EXAMINATION COMMITTEE v

ACKNOWLEDGEMENT vi

TABLE OF CONTENTS vii

THE LIST OF TABLES ix

ABSTRACT x

I. INTRODUCTION

 1.1 Research Background 1

 1.2 The Problem Formulation 4

 1.3 The Operational Definition of the Terms 5

 1.4 The Research Objectives 6

 1.4.1 General Objectives 6

 1.4.2 Specific Objectives 6

 1.5 The Significances of the Research 6

II. REVIEW OF RELATED LITERATURE

 2.1 Theory of Dictation 8

 2.1.1 Definitions of Dictation 8

 2.1.2 The Use of Dictation 8

 2.1.3 Procedures of Dictation 10

 2.1.4 Advantages of Dictation 11

 2.2 Writing Activity for Young Learners 13

 2.3 English Words 15

 2.3.1 Kinds of Vocabulary 16

III. RESEARCH METHODOLOGY

 3.1 Research Design 20

 3.2 Area Determination Method 20

3.3	Respondent Determination Method	21
3.4	Data Collection Methods	21
3.4.1	Test	21
3.4.2	The Procedure of Dictation Test	23
3.4.3	Interview	23
3.4.4	Documentation	23
3.5	Data Analysis Method	24
IV. RESULTS, DATA ANALYSIS AND DISCUSSION		
4.1	Primary Data	25
4.1.1	The Result of Dictation Test	25
4.2	Data Analysis	28
4.3	Supporting Data	34
4.3.1	The Result of Interview	34
4.3.1	The Result of Documentation	35
4.4	Discussion	36
V. CONCLUSIONS AND SUGGESTIONS		
5.1	Conclusions	38
5.1.1	General Conclusion	39
5.1.2	Specific Conclusions	39
5.2	Suggestions	39
a.	The English Teacher	39
b.	The Other Researchers	40
c.	The Fifth Grade Students	40
d.	The Principal	40
THE LIST OF APPENDICES		
1.	Research Matrix	
2.	The Guidelines of Interview and Documentation	
3.	Dictation Test Items	
4.	The Table of Distribution of the test items based on each indicator	
5.	The Names of Respondents	
6.	Students' Worksheets	

THE LIST OF TABLES

No	Name of Table	Page
1.	The Classification of Score Level	24
2.	The Results of Dictation Test Based on Each Indicator Obtained by the Students	25
3.	The Results of Data Analysis of the Students' Scores of Dictation Test of Each Indicator	28
4.	The Score Frequency and Category in Writing Nouns	30
5.	The Score Frequency and Category in Writing Verbs	30
6.	The Score Frequency and Category in Writing Adjectives	31
7.	The Score Frequency and Category in Writing Adverbs	32
8.	The Students' Frequency and Category in Writing English Words	32
9.	The Summary of the Students' Ability in Writing English Words of Each Indicator through Dictation	33

ABSTRACT

Marini Qudriyah, August 2005, The Fifth Grade Students' Ability in Writing English Words Through Dictation at SDN Patrang I Jember in the 2004/2005 Academic Year.

Thesis, English Education Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

The Consultants : 1) Drs. Annur Rofiq, MA.,MSc
2) Dra. Siti Sundari, MA

The key words : Words dictation, writing ability.

There are some activities of introducing writing for elementary students and one of them is dictation. Dictation is one of good activity to lead young learners to be able to write and memorize many vocabularies they have learnt. For this reason, this research was intended to describe the fifth grade students' ability in writing English words through dictation at SDN Patrang I Jember in the 2004/2005 academic year. The research design was descriptive quantitative. The respondents which has determined by population method consist of 63 students. The primary data were obtained by dictation test and the collected data were analyzed by using the percentage formula. Documents and interview were used to collect the supporting data. From the data analysis, it could be concluded that the fifth grade students' ability in writing English words through dictation at SDN Patrang I Jember was fair (mean score=51.2). Based on the indicators, the results were as follows, the ability of the students in writing English nouns was categorized as good (mean score= 66.8). The ability of the students in writing English verbs was categorized as fair (mean score= 55.3). The ability of the students in writing English adjectives was categorized as fair (mean score= 44.4). The ability of the students in writing English adverbs was categorized as poor (mean score= 39.2). It is suggested that the English teacher in this school develop the technique in giving words dictation and the words given should have been familiar with the students. Additionally, the teacher give his activity more often to improve the students' ability in writing English nouns, English verbs, English adjectives and English adverbs through dictation.

I. INTRODUCTION

This chapter presents some aspects that underline the topic of the research. It consists of the research background, the problem formulation, the operational definition of the terms, the objectives of the research and the significances of the research.

I. Research Background

Realizing the importance of English as the international language, the Indonesian government has chosen English as the first foreign language and as a compulsory subject in junior and senior high schools. It is due to the fact that English is a very important means of international communication. Therefore, since 1994, English has been introduced to elementary schools as a local content subject. The aim is to introduce English to the students as early as possible. Hopefully, it can give strong foundation and motivation to the students to continue learning English at the higher level.

It has been a common idea that the right time to begin learning English as a foreign language is since the learners are young. As Carpenter (1991: 41) states that it is better to start learning a foreign language as early as possible since the children are better language learners than adults, especially in remembering and pronouncing the new words. Phillips (1994:1) confirms that students between five and eleven years old, are wonderful processor of new information in all education, including learning a foreign language. Further, Hatchett & Hughes (1958: 44) say that young learners can learn to read and write quickly, if they are well motivated. Then, Scott and Ytreberg (1992:3) add that young learners always enjoy the process of learning and always give positive response, feel enthusiastic, fun and success-oriented to their learning environment. From the explanations above, it can be said that the earlier one starts learning English, the better acquisition can be gained.

As it is stated in the 1994 English Local Content Curriculum (Depdikbud 2001: 2-3), the teaching of English in the elementary schools involves four skills,

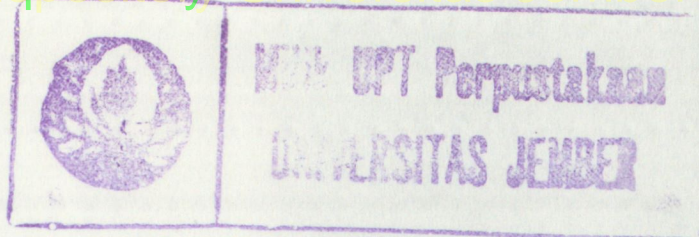
namely, listening, speaking, reading, and writing in a simple form and these skills should be taught integratedly. Phillips (1994: 63) suggests that the best way to introduce English is starting it through listening and speaking first, and then followed by reading and finally writing. Additionally, Carpenter (1991: 51) says that in learning a foreign language, expectedly, students will be able to read the target language literature, hear the target language words, understand and write whatever they say. Also, they are expected to be able to complete writing assignments and produce work in the target language that is technically correct in terms of vocabulary, spelling and grammar. In this case, Phillips (1994: 63) confirms that it is important to introduce writing to young learners since this skill deals with an activity that involves creativity, spelling, grammar, punctuation, choice of appropriate words and text construction. However, many children take a long time to master this skill. As Scott & Ytreberg (1992: 68) confirm that the basic reason which causes children difficult to master writing skill is that writing in a foreign language is commonly associated with correcting errors of handwriting, grammar, spelling, and punctuation. That is why, young learners, whose mother tongue is not English, will feel that writing is complicated and difficult. Referring to the assumption above, it is known that writing is not an easy work. It needs practice. For this reason, the English teacher has the responsibility to find a technique that leads the students to be able to practice and master writing in a good way. Scott & Ytreberg (1992: 69-72) propose some techniques to conduct the activity of writing for beginners. The techniques are controlled writing, guided writing, and free writing. Considering their level, elementary students in Indonesia still need more controlled and guided writing activity for practicing the language. One of the activities of controlled writing, proposed by Scott and Ytreberg (1992: 72-73) is dictation.

Basically, dictation is seen as traditional spelling exercise in the teaching English as Foreign language. In addition, dictation is said as an unrealistic activity that does not really develop writing skill. However, EssBerger (2003:1) confirms that although dictation is sometimes said as an outmoded and teacher-centered activity with no real input from the students, but, actually, dictation is useful

exercise for the students in reinforcing the correlation between the spelling system and sound systems of a language. It means this activity will be done effectively and meaningfully for those students who learn English as foreign language.

Dictation is a useful activity for young learners as well. Dictation can give students many experiences dealing with writing. According to Oller (1992: 67-68), dictation is good for children since it is able to train the students to transfer oral sounds to written symbols. In line with this, Alkire (2002: 3) says that dictation can train the students to be able to distinguish error in grammar, spelling and punctuation that may occur in their writing. In other words, dictation is a good exercise to help the students recognize the sounds, which are different from those of their mother tongue, and be able to reproduce the words spoken in the written form accurately.

Dictation, in teaching and learning process, must be done step by step, for example dictation of words, phrases, sentences and paragraphs. So far, the children have heard and understood the words in spoken form. They have listened to and reproduced the spoken form word-by-word or sentence-by-sentence. They have seen the written forms of words in a simple text. They have read the written forms aloud and they have learnt to write those written forms. Finally, they are ready to write the words from dictation. However, Indonesian learners, especially children, feel that dictation is difficult. As it is explained by Carpenter (1991: 47), learning a foreign language means the beginners will be introduced to the sounds of the foreign language, trained to hear and create the sounds of the foreign language and trained to master between 500 to 1000 new vocabularies that students pronounce and use them in meaningful contexts. This is not an easy work, because the students have sounds and language systems that differ from their native language. This explanation implies that Indonesian learners, especially children also feel that dictation is difficult. It is because, in dictation, students are trained to transcribe the spoken words produced by the teacher to written forms. Additionally, it is considered hard because the sounds of English are different from the spelling. Therefore, to give dictation to young learners, the teacher may start giving dictation of words first. The aim is to lead the learners accustomed to



this activity. Expectedly, having mastered words dictation, the learners will be able to have phrase and sentence dictation.

As the beginners in learning English, young learners are better to get practice of words dictation. The reason is that their learning stage still emphasize on vocabulary. At elementary school, the students have been introduced to the English vocabulary. They understand the meaning of the words and are able to recognize the words when they are spoken. However, when they are asked to write the words, without copying, they are unable to do it. Martin (1989: 5) reminds that children do pick up new words quickly, but they also forget quickly. Hence, it will be a good idea to give the young learners a practice to make them able to remember the words for a long time. Further, Davis and Rinvolucrì (2000:35) add that dictation is considered to be the right activity to enable students to remember the words longer. If the students are able to match the sounds with the letters, they will feel the sense of success, always remember the words and be motivated to learn more words.

From the preliminary study done by researcher through interview, it was known that dictation had been applied to train the students' writing ability at SDN Patrang I Jember. The English teacher gave words dictation of some vocabularies that had been discussed and the words used for dictation activity here were dealing with nouns, verbs, adjectives and adverbs. This activity was given at the beginning of the lesson or at the end of the lesson in 10 to 15 minutes. When the English teacher dictated the words, she dictated loudly and clearly. Also, she dictated the words three to four times, to make the students understand the words spoken and be able to produce accurate words in the written form. The English teacher said the purpose of giving dictation, as one of classroom activities, is to train the students to write English words correctly without copying them. Hopefully, by having such activity regularly, the students will know the English word spellings and be easier to memorize many vocabularies they have learnt.

As dictation has been applied for the fourth up to sixth grade students at SDN patrang I Jember to practice writing words, it was necessary to conduct the research on the students' ability in writing English words. So far, there has been

no research conducted at this school to know the fifth grade students' ability in writing English words through dictation. The fifth grade students had been taken as respondents based on some considerations. First, they were familiar with this activity because they had practiced words dictation since they were in the fourth grade. Second, the English teacher said that dictation was considered new activity for the fourth grade students, so they were still not familiar with this activity. Third, the principal did not give permission to take the sixth grade students as respondents because they would have final examination. Therefore, this research was conducted to describe the fifth grade students' ability in writing English words through dictation at SDN Patrang I Jember in the 2004/2005 Academic Year.

1.2 The Problem Formulation

Based on the background of the research above, the problem of the research could be formulated as follows:

a. General Problem

"To what extent is the students' ability in writing English words through dictation at SDN Patrang I Jember in the 2004/ 2005 Academic Year?"

b. Specific Problems

Based upon the general problem above, the specific problems were formulated as follows:

1. To what extent is the students' ability in writing English nouns through dictation at SDN Patrang I Jember in the 2004/ 2005 Academic Year?
2. To what extent is the students' ability in writing English verbs through dictation at SDN Patrang I Jember in the 2004/ 2005 Academic Year?
3. To what extent is the students' ability in writing English adjectives through dictation at SDN Patrang I Jember in the 2004/ 2005 Academic Year?
4. To what extent is the students' ability in writing English adverbs through dictation at SDN Patrang I Jember in the 2004/ 2005 Academic Year?

1.3 The Operational Definition of the Terms

It was necessary to define the terms used in the title operationally to avoid misunderstanding of the concept between the writer and the readers. The terms that were necessary to be defined operationally were 'dictation' and 'writing ability'.

1.3.1 Dictation

Dictation means an activity in which the English teacher dictates words or vocabularies which have been taught by him/her and the students have to write down the words dictated in their book. In dictating each word, the teacher reads it in a slow, clear, and loud voice three to four times, so the students can recognize the sounds and be able to write the words dictated accurately.

1.3.2 Writing Ability

Writing ability of the students means the students' ability to write English words, dealing with nouns, verbs, adjectives and adverbs correctly in terms of spellings. Their writing ability is indicated by the scores of dictation test to write English words.

1.4 The Research Objectives

There were two objectives in this research. They were as follows:

1.4.1 General Objective

In general, this research was intended to describe the fifth grade students' ability in writing English words through dictation at SDN Patrang I Jember in the 2004/ 2005 Academic Year.

1.4.2 Specific Objectives

Specifically, the research objectives were as follows:

1. To describe the students' ability in writing English nouns through dictation at SDN Patrang I Jember in the 2004/ 2005 Academic Year.

2. To describe the students' ability in writing English verbs through dictation at SDN Patrang I Jember in the 2004/ 2005 Academic Year.
3. To describe the students' ability in writing English adjectives through dictation at SDN Patrang I Jember in the 2004/ 2005 Academic Year.
4. To describe the students' ability in writing English adverbs through dictation at SDN Patrang I Jember in the 2004/ 2005 Academic Year.

1.5 The Significances of the Research

The results of the research are expected to give valuable information to the English teacher at the elementary school, other researchers and the students.

For the English teacher, the results may serve as information about the students' ability in writing words through dictation. Based on the information, the English teacher use dictation as one of activities in teaching words writing. Additionally, the teacher can give this activity as a way of reinforcing the students' vocabularies have been learnt.

For other researchers, the research results are useful as a reference or information to do a further research with the same topic by using a different design, such as a classroom action research to improve the students' ability in writing English words through dictation.

For the students, the results of the dictation test given are useful as information to know their ability in writing English words through dictation and as an input to encourage them to improve their ability in writing words by doing a lot of exercises of words dictation.

II. REVIEW OF RELATED LITERATURE

This chapter represents the theories related to the research topic. They are theory of dictation, writing activity for young learners and English words.

2.1 Theory of Dictation

2.1.1 Definitions of Dictation

As it is stated by Hornby (1995: 321) basically, dictation is an activity whereas listeners have to write down a word or passage that is read aloud, as a way of helping them learn a language. Then, Davis and Rinvoluceri (2000: 1) say that dictation is an activity in which a teacher reads a text in a loud voice and asks students to write it down in their book. Meras (1954: 207), who finds that most of foreign language learners are lack of producing accurate words they have seen or heard, tries to give the explanation of what dictation is. According to him, dictation is the way to help students to get their attention on an accurate reproduction of words they have seen or heard. In addition, this activity involves some components such as spelling, pronunciation, punctuation, and sounds. Thus, dictation needs a speaker to dictate the words clearly in good intonation to make the hearer understand and be able to write the words correctly. In line with this, Alkire (2002: 1) states that dictation is similar with the traditional spelling exercise. This activity belongs to classic exercise that is useful to increase students' ability to recognize the sounds of a language and transfer the sounds to written symbols. Based on the definition above, it is clear that dictation refers to an activity that trains students to distinguish sounds of language, transfer oral sounds to written symbol and learn to define spelling errors in their work.

2.1.2 The Use of Dictation

Giving dictation to Indonesian students, whose language have totally different pronunciation and writing system from that of English, needs some considerations. For this reason, Alkire (2002: 3) writes that in selecting dictation's material, the teacher should consider about three things; the students' level, the

students' ability and the materials given. The purpose is to conduct this activity effectively and meaningfully for all participants. Besides, it is hoped that by choosing an appropriate dictation material based on those three considerations, the students will be motivated and encouraged to be active in this activity.

To give dictation to beginners, it should be in the form of elementary statements i.e. words, phrases or simple sentences that the students have already learnt. As Montalvan (1990: 2) confirms that beginning level students can be trained early in having dictation as long as the language aspect is still dealing with simple grammar, vocabulary, spelling and punctuation. In this case, Scott and Ytreberg (1992: 72) add that dictation will run well if teachers can keep this activity in simple form. In other words, it can be said that as long as the materials given have been learnt and it is given in the simple form, young learners can follow this activity easily.

Before giving dictation in classroom, the classification of students based on their ability is also important to decide. Phillips (1994: 7) says that the way the children learn a foreign language, obviously, depends on their developmental stage and the way the teacher teaches them. Beginners of eight to ten years old will not respond well to an activity that they perceive as childish or below their intellectual level. On the other hand, these learners will be ready to respond to the activities that they thought they challenge them. Further, Rattanavich (1992: 13) claims that students between 8 to 12 years old are trained to be enthusiastic readers and writers. In this stage, they are able to identify, spell and write many words from their reading and writing. Based on this idea, it is known that the students in the fifth grade of elementary school have been able to read the written forms of words, hear the words, spell the words and they will be ready to have activity that challenge them to produce the words into written form without looking at the text in their book. One of the activities that can challenge them is dictation.

A useful material of dictation for all levels is the textbook itself. The advantage of it is the teacher can avoid selecting material that is different from the language they learnt (Alkire 2002: 2). Phillips (1994: 7) confirms that in order to

lead the students to be able to use language effectively, the teacher should always give the students plenty of opportunities in using the words they have learnt in the classroom. The teacher needs to repeat words over and over again in different meaningful activities. It is aimed to help the students be able to memorize many words quickly and for a long time.

2.1.3 Procedures of Dictation

In order to help the students do well in dictation, the teacher should handle this activity with good procedures. In this case, Alkire (2002: 2) proposes some procedures of dictation to use in the classroom. The procedures are as follow:

1. Read the text once in normal speed.
2. Read the text for second time in slower speed. This time, the students try to transcribe the words.
3. The teacher should repeat any word once or twice, if requested.
4. For any words that the students cannot transcribe, the teacher asks them to leave the blank and continue to the next words.
5. Read the text in the third time at normal speaking speed. During this time, the students check their work and make any last changes.
6. After finishing the dictation and allowing the students to check their work for the last time, the teacher instructs the students to stop.
7. Finally, all participants check their work together.

Basically, these procedures are proposed to conduct sentence or paragraph dictation which means these procedures are applicable for intermediate or advanced students. However, this does not mean that elementary students cannot have dictation activity. Beginners can be trained early as well to have dictation in the simple form; such as words dictation or phrases dictation in which the procedures of word or phrase dictation should be simpler than sentence or paragraph dictation. As it has been applied in SDN Patrang I Jember, the procedures of words dictation are as follows:

1. Reading a short text taken from "*Grow with English*" and "*Fokus*".
2. The teacher selects several new words in the text to introduce to the students.
3. Asking the students to repeat the words three to six times.
4. Asking the students to close their book.
5. The teacher will dictate the words consisting of nouns, verbs, adjectives and adverbs taken from the text three times.
6. The teacher reads the word once in normal speed and the students are not allowed to the word dictated.
7. The teacher reads the word for the second time. At this time, the students are allowed to transcribe the word dictated.
8. The teacher reads the word for the third time at normal speed. During this time the students check their work and make any last changes.
9. The teacher should repeat the word that is little complicated, if necessary.
10. The teacher stops dictating and ask the students to check their work together.

When the teacher dictates the words with these procedures, hopefully the students can follow the activity well.

2.1.4 Advantages of Dictation

Dictation is sometimes said as an outmoded or teacher centered writing activity (EssBerger, 2003:1). However, some experts have proved that this activity is very effective to use in the language learning. Montalvan (1990: 2-3) notes that dictation is useful in language learning based on the following reasons:

1. Dictation can help develop all four-language skills in an integrated way.
2. Correcting dictation can lead to oral communication.
3. Dictation can serve as an excellent review exercise.
4. Dictation will be psychologically powerful and challenging.
5. Dictation will be motivating if the students do well.
6. Dictation involves the class, no matter how large it is.
7. The students are active during and after dictation.
8. The students themselves can do correction.
9. Dictation can be prepared for any level.

10. The students as well as the teacher can get feedback directly (if the exercise is corrected immediately)
11. Dictation can be administered quite effectively by the inexperienced teacher.

Meanwhile, Alkire (2002: 3) adds that the values of dictation are as follows:

1. Dictation shows students the kinds of spelling errors that they may create in their writing.
2. Dictation gives students valuable practice in note taking
3. Dictation gives students practice in comprehending and transcribing clear English words, phrases or sentences

The last, Davis and Rinvoluceri (2000: 3) propose two reasons why it is good to use dictation in English language learning:

1. Dictation will often calm groups.

If the teacher has students with discipline problems, this activity is very effective to calm everyone down.

2. Dictation is technically useful exercise especially for English.

The major learning task of dictation is listening to the sound of English and transcribing them in the written form. While, it is known that English has the kind of complexity; the regularities (example: flour- flower) and irregularities (tear-tear) of sound or spelling as well as grammatical oddities (tenses, verb agreement, etc); in itself (Davis and Rinvoluceri, 2000: 7). Therefore, dictation will be effective to be given to foreign language learners since this activity can train them practice writing words with the correct spellings.

In conclusion, it is clear that dictation is good to be conducted in foreign language classroom, either for elementary students or junior or senior high school students. Especially for elementary students, dictation is a very useful tool when it is done gradually as a way of reinforcing vocabulary that has already been learnt. Besides, reading words aloud, done by the teacher, gives practice in recognizing the sounds and writing the words dictated.

2.2 Writing Activity for Young Learners

As the Indonesian students begin learning English, it means they begin to interact in the English-speaking world. They will encounter dialects and varieties of English that differ from that of their mother tongue. They will be introduced to the sound systems of English at the beginning of their learning. They are trained to hear the English words and repeat them often. They are led to copy words as much as possible. Gradually, they are expected to be able to use the words in meaningful context. Additionally, they will be able to combine these words into meaningful context.

Skills in grammar, spelling, punctuation, word choice, and text construction are emphasized in learning English for beginner level (Phillips, 1994: 63). The children learn some of these skills when they learn writing. For this reason, the teacher has the responsibility for introducing the children to this skill in order that their writing will be correct and meaningful. Montalvan (1990: 2) states that writing should be introduced based on the learners' age, their writing system and the aims of curriculum. As it is stated in the English local content curriculum (Depdikbud: 2001: 2) spelling, vocabularies, grammar, and pronunciation have received considerable attention in the instructional program of elementary school in learning a foreign language. Related to this idea, Scott and Ytreberg (1992: 68) suggest that in teaching writing for elementary students, the teacher should give activities in the simple form. Further, they (1992: 68-70) propose some techniques that can be used to conduct writing activities. The techniques are controlled or guided and free writing activities.

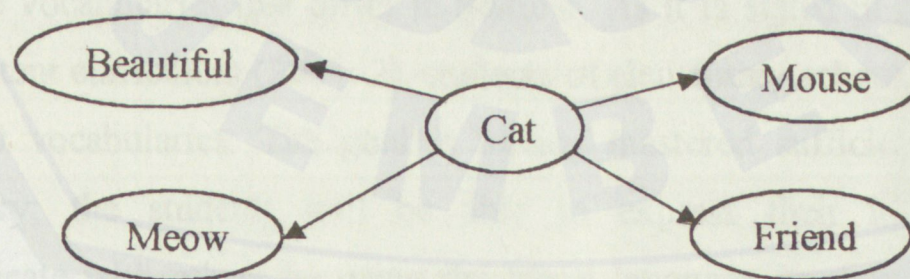
In general, controlled or guided writing activities are done to train the students to practice and concentrate on the language they study. Although sometimes the students do not understand what they are writing but they can learn many things- related to writing skill- such as simple structures, vocabularies and spelling. This activity does not emphasize on producing the language actively but they require understanding only. One of the activities that can be applied in controlled or guided writing is dictation. Dictation is useful for training the beginners since this activity can be used to focus on specific language they study.

Dictation can be used for vocabulary as well in which most of elementary students learning is still emphasized on vocabulary. In other words, dictation is considered a good activity to reinforce the language that has been presented orally or through reading. Further, it helps the students to see the connection between the written and the spoken form of words.

In free writing activities, students are allowed to produce a piece of writing based on the students' own language, no matter what their level is. Teacher is responsible as the initiator and helper only. He/ she has responsibility to give suitable tasks for each level. The tasks should be constructed as enjoyable as possible in order that the students can keep their work in order.

The main difficulty in free writing activity for foreign language learners is that they are asked to produce a piece of writing as correctly as what teacher expects based on their own language. However, they still have some problems, such as lack of vocabulary, unconfident about the mechanics of writing; do not have ideas about what to write, etc. That is why, the teacher needs giving the students' ideas and encouragement before the actual writing begins.

One of examples of warm up activities, proposed by Scott and Ytrberg (1992: 69) that can be used in free writing activity is word stars. A Word star is an activity in which the students do the exercise after having a keyword. For instance, the topic is "pet". Teacher put the key word "cat" on the blackboard then, ask the students to write down all words they can think about, connected with the cat.



(Scott and Ytreberg, 1992:70)

When all students have made their word star, teacher may do one work on the blackboard for everyone. This activity is good not only to give words but also ideas about what to write.

2.3 English Words

In this research, English words refer to vocabulary that the elementary students have studied. The English teacher never doubts about the value of learning vocabulary. He/she knows that lack of necessary words will cause the communication not run fluently. Therefore, it is important for the English teacher to teach vocabulary as early as possible as basic to learn English.

Vocabulary plays an important role in language teaching. If the students master adequate English words, they would be easy to understand English. As Sukarno (2000: 5) states that someone who does not have enough vocabulary will not be able to speak, to listen nor to write English fluently. Further, Sitorus and Said (1997: 3) say that by learning and mastering many useful words, it means the students will be able to practice them in useful English skills.

The development of vocabulary in the early years of learning English is part of the process in mastering this language. Tidyman, Smith and Butterfield (1968: 282) confirm that elementary students work with the definition and spelling words in their early learning. They are trained to understand many words related to their environment by repetition, reading textbook, copying, etc. They learn how to spell or how to write certain words needed based on the curriculum. Also, students ought to have a practice of learning enough about many words to avoid misspelling when they say or write them. Such practice will strengthen the students' vocabulary power.

Each area of curriculum offers words that are new to students. Each level will have vocabularies that differ in number. As it is stated in the 1994 English local content curriculum (2001: 2), students of elementary school should master at least 500 vocabularies. The goal is having mastered sufficient knowledge of vocabulary; the students will be able to express their ideas or even to communicate with others by using the target language in simple form. Further, Sukarno (2000: 4) confirms that the teaching of English words to elementary students is still dealing with the basic vocabularies related to grammatical classes namely nouns, verbs, adjectives, and adverbs. The reason is these types of vocabularies are categorized as basic words that are used to build up children

vocabularies. Having mastered some of these vocabularies, expectedly students will be able to use and write the words needed in the exercises given.

2.3.1 Kinds of Vocabulary

Vocabulary is divided into two classes; the first belongs to large vocabulary and the second belongs to small vocabulary (William 1970: 132). The large vocabulary includes nouns, verbs, adjectives, and adverbs. While, small vocabulary consists of prepositions, pronouns, conjunctions, article, and interjection.

Based on the 1994 English local content curriculum, the fifth grade students of elementary school will get large vocabulary. It means this research will focus on vocabulary dealing with nouns, verbs, adjectives and adverbs.

a. Nouns

Hornby (1995: 791) defines a noun as a word that is used to name or identify any classes or things, people, places or ideas. Further, Frank (1972: 6-7) classifies a noun based on the meanings into four types namely:

1. a. Countable noun; singular. For example: table, blackboard, pencil, etc.

Countable noun; plural. For example: bags, books, chickens

b. Uncountable noun or mass noun. For example: tea, coffee, water, etc.

2. a. Concrete noun; a word for a physical object that can be seen, touched and smelled. For example: flower, boy, girl, etc.

b. Abstract noun; a word for a concept-it is an idea that exists in our minds only. For example: beauty, justice, responsibility, etc.

3. Proper noun, for example: Mr. Smith, Holland, Sunday etc.

4. Collective noun, for example: group, team, public, crowd, etc.

Related to the 1994 English local content curriculum, all these types are presented integratedly. It means the teacher introduces all kinds of these nouns. However, in this research, the types of the nouns that will be used in dictation test are singular countable noun and uncountable or mass nouns. The reason is their

learning is still emphasized on these types of nouns. In other words the students are familiar with those nouns.

b. Verbs

Basically, a verb is defined as a word or phrase that expresses an action or a state of being (Hornby, 1995: 1323). According to Frank (1972:47) a verb is the most complex part of speech. Different from Indonesian verbs, English verbs have the grammatical properties of person and number; properties which require agreement with subject.

For examples: 1. I have a new friend Ali has a new friend

2. Hamid goes to school They go to school

Frank (1972: 47) adds that verbs have several other grammatical properties dealing with tenses (present, past, future, etc), voice (passive, active) and mood (commands, requests, wishes, etc). However, based on their level, elementary students only learn verbs in a general definition; that are verbs that express actions or states of being. In other words, a verb that has a function to tell what the subject does.

For examples: Students study English (the word 'study' expresses action)

Andi eats bananas (the word 'eats' expresses action)

In this research, verbs that express actions or state of being are used as the material of dictation test.

c. Adjectives

According to Frank (1972: 109) an adjective is a word that takes most usual positions before the nouns.

For examples: a. the small boy (small is an adjective that modifies noun)

b. long hair (long is an adjective that modifies noun)

Additionally, Hornby (1995: 97) defines an adjective as a word that indicates a quality of the person or thing referred to by a noun; examples: red, shy, good, fine, etc.

The same as verbs, adjectives have complicated rule. However, in this research, adjectives will be explained in general term. The reason is that, based on the 1994 English local content curriculum, elementary students learn adjectives only in general term. The types of adjectives that have been learnt are determiners and descriptive adjectives. Determiners consist of a small group of structure words without characteristic form. They are:

1. Articles : the, a- an
2. Demonstrative adjectives : this (singular), these (plural)
3. Possessive adjectives
 - a. from pronouns, for example: my, your, one's, etc.
 - b. from nouns, for example : John's, the girl's, etc.
4. Numeral adjectives.
 - a. cardinal, for example: four, twenty-five, one- hundred, etc.
 - b. ordinal, for example : fourth, twenty- fifth, one- hundredth, etc.
5. Adjectives of indefinite quantity, for example: some, few, etc.
6. Relative and interrogative adjectives, for example: whose, what, which.

(Frank, 1972: 109)

Descriptive adjectives usually indicate an inherent quality or physical state such as age, size, color, temperature and shape (Frank, 1972: 110). The examples of descriptive adjectives are: white, young, small, little, old, cold, circle, etc. In the dictation test, the type of adjectives that is used as the materials is descriptive adjectives.

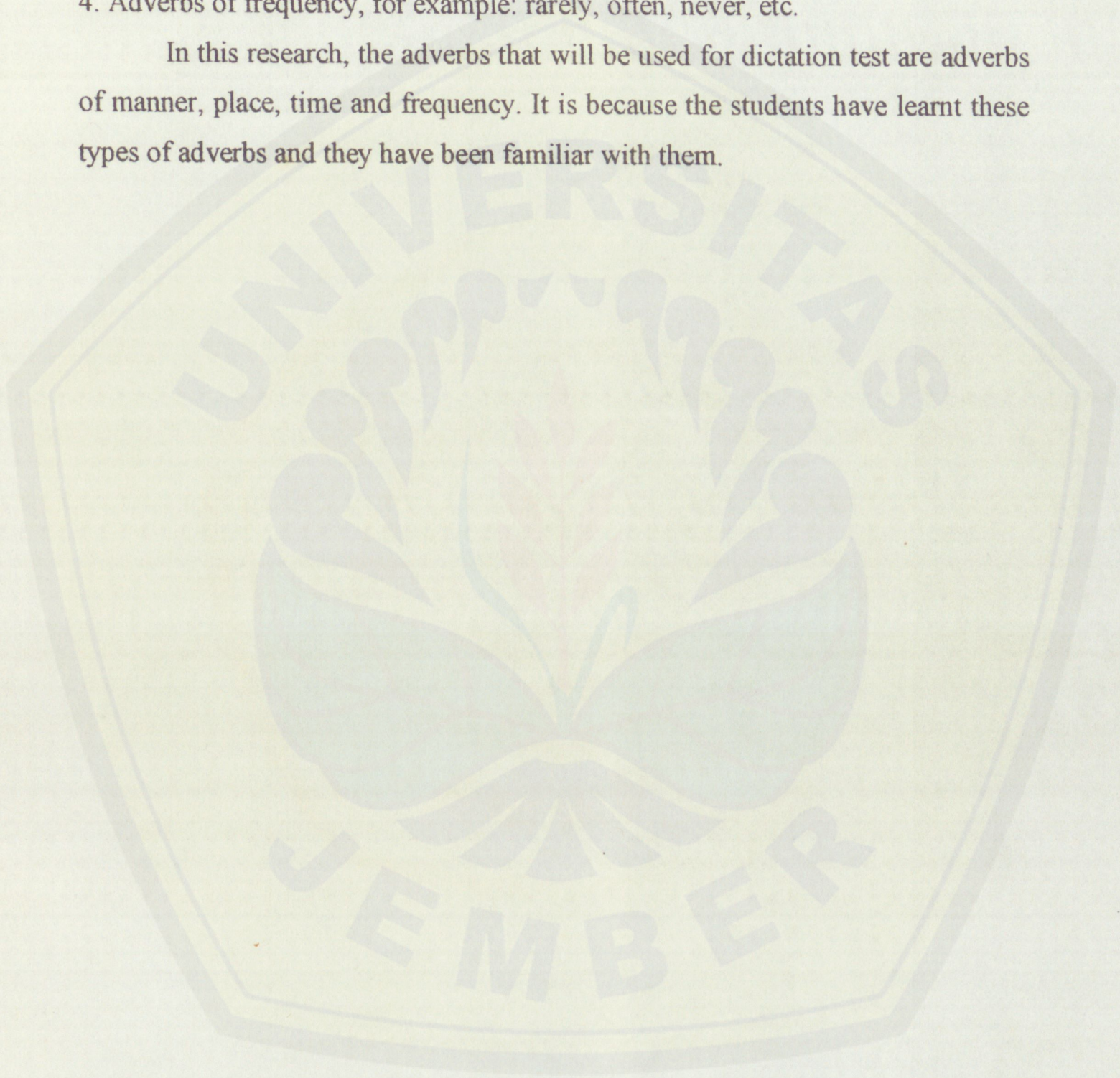
d. Adverbs

Adverbs are the words that add more information about place, time, circumstance, manner, cause, degree, etc to a verb, an adjective, a phrase or another adverb (Hornby, 1995: 18). In addition, Frank (1972: 141) states that adverbs range in meaning from words that describe the action of the verb or indicate such meanings as time and place.

Further, Frank (1972: 141- 142) classifies adverbs into four types. They are:

1. Adverbs of manner, for example: quickly, neatly, loudly, etc.
2. Adverbs of place, for example: here, away, outside, etc.
3. Adverbs of time, for example: today, tomorrow, ago, etc.
4. Adverbs of frequency, for example: rarely, often, never, etc.

In this research, the adverbs that will be used for dictation test are adverbs of manner, place, time and frequency. It is because the students have learnt these types of adverbs and they have been familiar with them.



III. RESEARCH METHODOLOGY

This chapter presents the research methods applied in this research. It includes research design, area determination method, data collection methods and data analysis method.

3.1 Research Design

The research was intended to describe the fifth grade students' ability in writing English words through dictation at SDN Patrang I Jember in the 2004/2005 academic year. Therefore, the research design used was descriptive quantitative. According to Suryabrata (1997: 19), a descriptive research is a research that has a purpose to describe factually as well as accurately, something that occurs in the real fact. This means a descriptive research is aimed at accumulating the main data descriptively and does not intend to find a correlation, to test hypothesis or to give treatments.

The procedures of this research design were as follows:

1. Determining the research area purposively
2. Determining the respondents by population method.
3. Constructing the research instrument (dictation test).
4. Constructing the interview guide and documentation guide.
5. Collecting the main data by giving dictation test to the respondents.
6. Analyzing the collected primary data quantitatively.
7. Analyzing the result of interview and documentation descriptively.
8. Classifying the results of data analysis qualitatively based on the classifications of the score levels.
9. Concluding the results descriptively to answer the research problems.

3.2 Area Determination Method

To determine the research area, in this research, purposive method was used. This research was conducted at SDN Patrang I Jember. It was chosen as the research area because of some considerations. First, in this school, dictation has

been used as one of the activities in English class. Second, there had not been a research so far on dictation in this school. Third, SDN Patrang I is known as a good school in terms of the students learning achievement. Finally, the principal gave permission to the researcher to conduct the research, so the data could be obtained from this school.

3.3 Respondent Determination Method

In this research, the research population was chosen as the respondents because the number of the respondents was less than a hundred students. The respondents of this research were 63 fifth grade students of SDN Patrang I Jember in the 2004/ 2005 academic year. They were chosen as the respondents because they had learnt enough vocabulary from the teacher, so dictation could be done to the fifth grade students.

3.4 Data Collection Methods

There were two kinds of data in this research; primary data and supporting data. The primary data were collected by using dictation test and the supporting data were collected by using interview and documentation.

3.4.1 Test

Test is the major method applied for obtaining the main data. According to McMillan (1992: 114), test is an instrument that presents to each subject a set of questions that requires the completion of a cognitive task. In this case, Oller (1992: 55) says that test is used to evaluate how much of a particular course of study has been mastered. The test in this research was dictation test. The kind of the test used was achievement test. It was chosen because in general, this test refers to more formal test that had been designed to show the mastery of particular syllabus and measure what had been taught.

A good test must fulfill some requirements. Hughes (1996:42) says that a test is considered good if it is valid and reliable. A validity test measures the particular skill that is intended to measure. Reliable test means the test can give

give consistent results. To support this idea, Ali (1995: 52) adds that if a test is valid, it must be reliable and since the test uses content validity, it must be reliable as well. Based on this idea, the research used content validity test to get the primary data. A test is considered to have content validity if its content constitutes a representative sample of the language skill, structure, etc with which it is meant to be concerned (Hughes, 1996:22). In this case, the validity of the test was made by constructing the test items based on the indicators of the research. The test also represents the content of material found in the 1994 English Local Content Curriculum.

In constructing the test, the test items were based on the indicators to be measured namely; nouns, verbs, adjectives, and adverbs. Besides, they were constructed based on the materials that had been taught. Considering these statements, this test was valid based on its content. Since the test was valid, it was also reliable. Therefore, the test reliability was not established.

According to the way of scoring the test, there are two kinds of test, namely subjective and objective test. Hughes (1996: 19) states that if no judgment is required on the part of the score, then the scoring is objective. On the other hand, if judgment is called for, the scoring is said to be subjective. It can be said that the scoring of subjective test is influenced by the assessor's opinion. On the other hand, the scoring of objective test has been done objectively and without being influenced by the subjectivity of the assessor. This research used dictation test in the form of objective test based on some considerations; it was easy to create, easy to administer, and easy to score.

The test used in this research was teacher made test in the form of objective test. The test was constructed by the researcher and consulted to the teacher and consultants. Dealing with the test items, the test consisted of 40 items that covered four indicators namely nouns (10) items, verbs (10) items, adjectives (10) items and adverbs (10) items. In terms of scoring, the test items were scored by using the scoring guide as follows: the correct answer in term of spelling was scored 2,5 point; the wrong answer in terms of spelling was scored zero. So the total score of the test items was 100 (2,5 times 40). The time allocated for the test

was 40 minutes. The distribution of the test items based on each indicator can be seen on Appendix 4.

3.4.2 The Procedures of Dictation Test

The procedures of the test were as follows:

1. The teacher read the instruction before conducting the test.
2. The teacher started dictating the words once, consisting of nouns, verbs, adjectives and adverbs in normal speed. The students were listening to the teacher while the teacher was dictating the words.
3. The teacher read the words for the second time. At this time, the students were allowed to write the word dictated.
4. The teacher read the words for the third time. During this time, the students checked their work and made any last changes
5. The teacher repeated the words that were little complicated, if necessary.
6. The teacher stopped dictating and asked the students to submit their work.

3.4.3 Interview

There are three kinds of interview: namely unstructured interview, structured interview, and semi structured interview (Arikunto, 1993: 127). In this research, semi-structured interview was used to obtain the supporting data. It was chosen because this kind of interview allowed the researcher to develop questions during the interview; the questions were structured in advance and they were developed to get the detail information needed during the process of interview. The interview was conducted with the fifth grade English teacher at SDN Patrang I Jember on March 14th, 2005. It was used to get the information about the English curriculum used, how often the teacher gave dictation activity in a week, the students' problems in following dictation activity and how to overcome the problems. The interview guide is enclosed on Appendix 2.

3.5 Data Analysis Method

The collected primary data in the form of the students' scores of the dictation test were analyzed by using the percentage formula as follows:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the students' ability in writing English words through dictation.

n = the test scores obtained by the students.

N = the total score of the test items.

(Adapted from Ali, 1993:182)

Then, the results of the data analysis were classified based on the classification of the score levels below.

The Classification of Score Levels

Scores (%)	Category
81 – 100	Excellent
61 – 80	Good
41 – 60	Fair
21 – 40	Poor
≤ 20	Failed

(Adapted from Depdikbud, 1999: 10)

IV. RESULTS, DATA ANALYSIS AND DISCUSSION

This chapter presents the analysis of primary and supporting data. The analysis of primary data deals with the results of dictation test. The analysis of supporting data deals with the result of interview and documentation.

4.1 Primary Data

The primary data were obtained from dictation test given to the fifth grade students at SDN Patrang I Jember in the 2004/2005 academic year.

4.1.1 The Results of Dictation Test

In this research, dictation test was given to the fifth grade students of SDN Patrang I Jember in the 2004/2005 academic year on March, 14th 2005. The dictation test consisted of the research indicators namely nouns, verbs, adjectives and adverbs. The number of the test items was 40 items. The results of the test in the form of the students' dictation scores are presented in Table 2 below. Each correct item was scored 2.5 points, so the total score of the test items was 100.

Table 2: The Result of Dictation Test Based on Each Indicator Obtained by the Students

ENGLISH WORDS												
NO	NOUN			VERB			ADJECTIVE			ADVERB		
	n	N	E	n	N	E	n	N	E	n	N	E
1.	4	25	10	2	25	5	3	25	7.5	2	25	5
2.	5	25	12.5	5	25	12.5	2	25	7.5	5	25	12.5
3.	6	25	15	6	25	15	2	25	5	2	25	5
4.	3	25	7.5	7	25	17.5	3	25	7.5	3	25	7.5
5.	5	25	12.5	7	25	17.5	3	25	7.5	1	25	2.5
6.	8	25	20	6	25	15	3	25	7.5	6	25	15
7.	2	25	2.5	3	25	7.5	1	25	2.5	3	25	7.5

8.	4	25	10	4	25	10	3	25	7.5	5	25	12.5
9.	9	25	22.5	6	25	15	7	25	17.5	5	25	12.5
10.	8	25	20	6	25	15	5	25	12.5	5	25	12.5
11.	3	25	7.5	3	25	7.5	3	25	7.5	0	25	0
12.	7	25	17.5	7	25	17.5	8	25	20	5	25	12.5
13.	2	25	5	3	25	7.5	3	25	7.5	2	25	5
14.	4	25	10	4	25	10	3	25	7.5	2	25	5
15.	9	25	22.5	5	25	12.5	6	25	15	4	25	10
16.	7	25	17.5	2	25	5	4	25	10	1	25	2.5
17.	1	25	2.5	2	25	5	3	25	7.5	0	25	0
18.	9	25	22.5	8	25	20	5	25	12.5	4	25	10
19.	10	25	25	9	25	22.5	10	25	25	10	25	25
20.	7	25	17.5	7	25	17.5	6	25	15	7	25	17.5
21.	10	25	25	10	25	25	9	25	22.5	10	25	25
22.	10	25	25	6	25	15	4	25	10	6	25	15
23.	9	25	22.5	5	25	12.5	4	25	10	6	25	15
24.	7	25	17.5	5	25	12.5	3	25	7.5	4	25	10
25.	7	25	17.5	5	25	12.5	5	25	12.5	3	25	7.5
26.	9	25	22.5	9	25	22.5	6	25	15	8	25	20
27.	6	25	15	4	25	10	4	25	10	3	25	7.5
28.	5	25	12.5	4	25	10	5	25	12.5	1	25	2.5
29.	9	25	22.5	9	25	22.5	7	25	17.5	6	25	15
30.	6	25	15	5	25	12.5	6	25	15	3	25	7.5
31.	8	25	20	5	25	12.5	5	25	12.5	2	25	5
32.	8	25	20	5	25	12.5	4	25	10	2	25	5
33.	9	25	22.5	5	25	12.5	3	25	7.5	3	25	7.5
34.	7	25	17.5	7	25	17.5	6	25	15	4	25	10
35.	7	25	17.5	2	25	5	4	25	10	1	25	2.5
36.	4	25	10	5	25	12.5	3	25	7.5	2	25	5
37.	5	25	12.5	3	25	7.5	2	25	5	1	25	2.5

38.	6	25	15	4	25	10	2	25	5	4	25	10
39.	10	25	25	7	25	17.5	8	25	20	9	25	22.5
40.	10	25	25	7	25	17.5	3	25	7.5	6	25	15
41.	8	25	20	9	25	22.5	6	25	15	7	25	17.5
42.	9	25	22.5	5	25	12.5	7	25	17.5	5	25	12.5
43.	7	25	17.5	6	25	15	6	25	15	6	25	15
44.	10	25	25	8	25	20	7	25	17.5	7	25	17.5
45.	7	25	17.5	6	25	15	4	25	10	3	25	7.5
46.	3	25	7.5	1	25	2.5	2	25	5	0	25	0
47.	5	25	12.5	4	25	10	2	25	5	2	25	5
48.	3	25	7.5	1	25	2.5	1	25	2.5	3	25	7.5
49.	10	25	25	4	25	10	6	25	15	5	25	12.
50.	9	25	22.5	5	25	12.5	4	25	10	3	25	7.5
51.	2	25	5	1	25	2.5	1	25	2.5	0	25	0
52.	3	25	7.5	2	25	5	3	25	7.5	1	25	2.5
53.	3	25	7.5	3	25	7.5	1	25	2.5	2	25	5
54.	7	25	17.5	7	25	17.5	6	25	15	4	25	10
55.	5	25	12.5	5	25	12.5	2	25	5	0	25	0
56.	7	25	17.5	8	25	20	3	25	7.5	3	25	7.5
57.	9	25	22.5	5	25	12.5	7	25	17.5	5	25	12.5
58.	7	25	17.5	8	25	20	5	25	12.5	4	25	10
59.	10	25	25	7	25	17.5	9	25	22.5	6	25	15
60.	6	25	15	2	25	5	2	25	5	1	25	2.5
61.	9	25	22.5	8	25	20	5	25	12.5	7	25	17.5
62.	8	25	20	7	25	17.5	5	25	12.5	4	25	10
63.	10	25	25	9	25	22.5	8	25	20	9	25	22.5

16 17.5
 17 20
 18 22.5
 19 25
 20 17.5
 21 25

Notes:

No= the number of students

n= the total number of correct answer of each indicator obtained by the students

N= the total score of the test items of each indicator

E= the total scores of the test items of each indicator obtained by the students

4.2 Data Analysis

The results of dictation test obtained by the students as shown in Table 2 above were analyzed by using the percentage formula as described in Chapter 3. The following Table 3 is the computation results of dictation test of each indicator in writing English words.

Table 3. The Results of Data Analysis of the Students' Scores of Dictation Test of Each Indicator

ENGLISH WORDS													
NO	NOUN			VERB			ADJECTIVE			ADVERB			T (%)
	n	N	%	n	N	%	n	N	%	n	N	%	
1	10	25	40	5	25	20	7.5	25	30	5	25	20	27.5
2	12.5	25	50	12.5	25	50	5	25	20	12.5	25	50	42.5
3	15	25	60	15	25	60	5	25	20	5	25	20	40
4	7.5	25	30	17.5	25	70	7.5	25	30	7.5	25	30	40
5	12.5	25	50	17.5	25	70	7.5	25	30	2.5	25	10	40
6	20	25	80	15	25	60	7.5	25	30	15	25	60	57.5
7	2.5	25	10	7.5	25	30	2.5	25	10	7.5	25	30	22.5
8	10	25	40	10	25	40	7.5	25	30	12.5	25	50	40
9	22.5	25	90	15	25	60	17.5	25	70	12.5	25	50	67.5
10	20	25	80	15	25	60	12.5	25	50	12.5	25	50	60
11	7.5	25	30	7.5	25	30	7.5	25	30	0	25	0	22.5
12	17.5	25	70	17.5	25	70	20	25	80	12.5	25	50	67.5
13	5	25	20	7.5	25	30	7.5	25	0	5	25	20	25
14	10	25	40	10	25	40	7.5	25	30	5	25	20	32.5
15	22.5	25	90	12.5	25	50	15	25	60	10	25	40	60
16	17.5	25	70	5	25	20	10	25	40	2.5	25	10	35
17	2.5	25	10	5	25	20	7.5	25	30	0	25	0	15
18	22.5	25	90	20	25	80	12.5	25	50	10	25	40	65
19	25	25	100	22.5	25	90	25	25	100	25	25	100	97.5
20	17.5	25	70	17.5	25	70	15	25	60	17.5	25	70	67.5
21	25	25	100	25	25	100	22.5	25	90	25	25	100	97.5

22	25	25	100	15	25	60	10	25	40	15	25	60	65
23	20	25	80	12.5	25	50	10	25	40	15	25	60	60
24	17.5	25	70	12.5	25	50	7.5	25	30	10	25	40	47.5
25	17.5	25	70	12.5	25	50	12.5	25	50	7.5	25	30	50
26	22.5	25	90	22.5	25	90	15	25	60	20	25	80	80
27	15	25	60	10	25	40	10	25	40	7.5	25	30	47.5
28	12.5	25	50	10	25	40	12.5	25	50	2.5	25	10	37.5
29	22.5	25	90	22.5	25	90	17.5	25	70	15	25	60	77.5
30	13	25	60	12.5	25	50	15	25	60	7.5	25	30	50
31	20	25	80	12.5	25	50	12.5	25	50	5	25	20	50
32	20	25	80	12.5	25	50	10	25	40	5	25	20	47.5
33	22.5	25	90	12.5	25	50	7.5	25	30	7.5	25	30	50
34	17.5	25	70	17.5	25	70	15	25	60	10	25	40	60
35	17.5	25	70	5	25	20	10	25	40	2.5	25	10	32.5
36	10	25	40	12.5	25	50	7.5	25	30	5	25	20	32.5
37	12.5	25	50	7.5	25	30	5	25	20	2.5	25	10	27.5
38	15	25	60	10	25	40	5	25	20	10	25	40	40
39	25	25	100	17.5	25	70	20	25	80	22.5	25	90	85
40	25	25	100	17.5	25	70	7.5	25	30	15	25	60	62.5
41	20	25	80	22.5	23	90	15	25	60	17.5	25	70	75
42	22.5	25	90	12.5	25	50	17.5	25	70	12.5	25	50	70
43	17.5	25	70	15	25	60	15	25	60	15	25	60	65
44	25	25	100	20	25	80	17.5	25	70	17.5	25	70	87.5
45	17.5	25	70	15	25	60	10	25	40	7.5	25	30	57.5
46	7.5	25	30	2.5	25	10	5	25	20	0	25	0	15
47	12.5	25	50	10	25	40	5	25	20	5	25	20	32.5
48	7.5	25	30	2.5	25	10	2.5	25	10	7.5	25	30	20
49	25	25	100	10	25	40	15	25	60	12.5	25	50	62.5
50	22.5	25	90	12.5	25	50	10	25	40	7.5	25	30	52.5
51	5	25	20	2.5	25	10	2.5	25	10	0	25	0	10
52	7.5	25	30	5	25	20	7.5	25	30	2.5	25	10	22.5
53	7.5	25	30	7.5	25	30	2.5	25	10	5	25	20	22.5
54	17.5	25	70	7.5	25	30	2.5	25	10	5	25	20	22.5
55	12.5	25	70	17.5	25	70	15	25	60	10	25	40	60
56	17.5	25	70	20	25	80	7.5	25	30	7.5	25	30	52.5
57	22.5	25	90	12.5	25	50	17.5	25	70	12.5	25	50	65
58	17.5	25	70	20	25	80	12.5	25	50	10	25	40	52.5
59	25	25	100	17.5	25	70	22.5	25	90	15	25	60	80
60	15	25	60	5	25	20	5	25	20	2.5	25	10	27.5
61	22.5	25	90	20	25	80	12.5	25	50	17.5	25	70	72.5
62	20	25	80	17.5	25	70	12.5	25	50	10	25	40	60
63	25	25	100	22.5	25	90	20	25	80	22.5	25	90	90
	1053		4210	840		3360	700		2800	618		2470	3225
M			66.8			53.3			44.4			39.2	51.2

Notes:

No = the number of students

n = the dictation scores of each indicator obtained by students

N = the total score of the test items of each indicator

% = the percentage of the students' writing ability of each indicator

T = the total percentage of the students' ability in writing English words

M = the mean score of each indicator

$$M = \frac{\%(\text{nouns}) + \%(\text{verbs}) + \%(\text{adjectives}) + \%(\text{adverbs})}{\text{the total number of the students}}$$

After analyzing the students' dictation scores, the next step is finding the score frequency and category achieved by the students based on the score category proposed by Depdikbud (1999:10). The following section presents the score frequencies of each indicator of dictation test obtained by the students.

The first was the score frequency and category in writing nouns.

Table 4. The Score Frequency and Category in Writing Nouns through Dictation

No	Score	Frequency	%	Category
1.	81-100	19	30	Excellent
2.	61-80	20	32	Good
3.	41-60	10	16	Fair
4.	21-40	10	16	Poor
5.	≤ 20	4	6	Failed
	Total	63	100	

Based on Table 4 above, it was found that 19 students got the scores between 81-100. It means that 30% of 63 students got excellent score category in writing English nouns through dictation. Next, there were 20 students with the scores between 61-80 or 32 % of 63 students had good score category in writing English nouns through dictation. Then, the percentage of the students' score that laid between 41- 60 was 16 %. It means, there were 10 students who had fair category in writing English nouns through dictation. There were 10 students who got scores between 21- 40 or 16 % of 63 students got poor category in writing

English nouns through dictation. The last, there were 4 students who had scores ≤ 20 or it could be said that 6% of 63 students got failed score category in writing English nouns through dictation.

The second was the score frequency and category in writing verbs.

Table 5. The Score Frequency and Category in Writing Verbs through Dictation

No	Score	Frequency	%	Category
1.	81 - 100	6	9	Excellent
2.	61 - 80	15	24	Good
3.	41 - 60	20	32	Fair
4.	21 - 40	13	21	Poor
5.	≤ 20	9	14	Failed
	Total	63	100	

From Table 5 above, it could be seen that 6 students got scores between 81- 100. In other words, 9 % of 63 students had excellent score category in writing English verbs through dictation. Next, there were 15 students who gained the scores between 61- 80 which means 24 % of students got good score category in writing English verbs through dictation. Then, the number of the students who had scores between 41- 60 was 20 students or 32 % of 63 students had fair score category in writing English verbs through dictation. The number of the students who got scores between 21-40 was 13 students that means 21% of 63 students got poor score category. There were 9 students or 14% of 63 students got scores ≤ 20 that was classified as failed category in writing English verbs through dictation.

The third was the score frequency and category in writing adjectives.

Table 6. The Score Frequency and Category in Writing Adjectives through Dictation

No	Score	Frequency	%	Category
1.	81-100	3	5	Excellent
2.	61-80	8	13	Good
3.	41-60	17	27	Fair
4.	21-40	22	35	Poor
5.	≤ 20	13	20	Failed
	Total	63	100	

From Table 6 above, it was found that first, there were 3 students having scores between 81-100. It means, 5 % of 63 students had excellent score category in writing English adjectives through dictation. Second, 8 students got scores in the range of 61-80 or 13% of 63 students had scores categorized good. Third, there were 17 students who had scores in the range of 41-60 which means 27% of 63 students got fair score category. Fourth, 22 students got scores between 21-40 or 35% of 63 students had poor score category in writing English adjectives through dictation. The last, there were 13 students who got scores ≤ 20 or 20% of 63 students had failed score category in writing English adjectives through dictation.

The fourth was the score frequency and category in writing adverbs.

Table 7. The Score Frequency and Category in Writing Adverbs through Dictation

No	Score	Frequency	%	Category
1.	81-100	4	6	Excellent
2.	61- 80	5	8	Good
3.	41- 60	16	25	Fair
4.	21- 40	16	25	Poor
5.	≤ 20	22	36	Failed
	Total	63	100	

Based on Table 7 above, it was found that 4 students got the scores between 81-100. It means that 6% of 63 students had excellent score category in writing English adverbs through dictation. Next, there were 5 students with the scores between 61-80, which means 8% of 63 students had good score category in writing English adverbs through dictation. Then, the percentage of the students' scores that were categorized as fair was 25% or 16 students got scores in the range of 41-60. The number of the students who got scores in the range of 21-40 was 16 students or 25% of 63 students had poor score category in writing English adverbs through dictation. The last, there were 22 students who had scores ≤ 20 . It could be said that 36% of the students had failed score category in writing English adverbs through dictation.

The fifth was the score frequency and category in writing English words.

Table 8. The Students' Frequency and Category in Writing English Words through Dictation

No	Score	Frequencies	%	Category
1	81-100	5	8	Excellent
2.	61-80	16	25	Good
3.	41-60	18	29	Fair
4.	21-40	20	32	Poor
5.	≤ 20	4	6	Failed
	Total	63	100	

Based on Table 8 above, it was found as follows: First, there were 5 students who got scores between 81- 100 or 8 % of 63 students got excellent score category in writing English words through dictation. Second, there were 16 students had scores in the range of 61- 80. It means 25% of 63 students got good score category in writing English words through dictation. Third, there were 18 students who had scores between 41-60 or 29 % of 63 students had fair score category in writing English words through dictation. Fourth, 20 students got scores between 21- 40. It means 32% of 63 students got poor score category in writing English words through dictation. The last, there were 4 students or 6% of 63 students had failed score category in writing English words through dictation because they got score ≤ 20 .

After analyzing the score frequency of each indicator of dictation test obtained by the students, the following Table 9 presents the summary of the students' ability in writing English words of each indicator through dictation.

Table 9. The Summary of the Students' Ability in Writing English Words of Each Indicator through Dictation.

No	English Words	Mean	Score	Category
1	Nouns	66.8	61-80	Good
2.	Verbs	53.3	41-60	Fair
3.	Adjectives	44.4	41-60	Fair
4.	Adverbs	39.2	21-40	Poor
	Total	51.2	41-60	Fair

Based on Table 9, it was found that the results of the students' ability in writing English words of each indicator through dictation were as follows:

1. The mean score of the students in writing English nouns through dictation was 66.8. This score was classified as good category.
2. The mean score of the students in writing English verbs through dictation was 53.3. This score was classified as fair category.
3. The mean score of the students in writing English adjectives through dictation was 44.4. This score was classified as fair category.
4. The mean score of the students in writing English adverbs through dictation was 39.2. This score was classified as poor category.

In conclusion, based on the result of the mean score of dictation test, it could be said that in general, the students had better ability in writing English nouns since they were familiar with those words. For example, most of the students wrote the words ice cream, breakfast, rice, fruit, sandwich, meat and lunch correctly. On the contrary, the students' mean score in writing English adverbs was the lowest score among the three indicators. It was in the poor category. It is due to the fact that there were many adverbs that were unfamiliar to the students although they had learnt those words in their textbook.

4.3 Supporting Data

4.3.1 The Result of Interview

This interview was conducted with the English teacher on March, 14th 2005 to obtain the supporting data dealing with the English curriculum used, the frequency of the teacher in giving dictation activity in a week, the students' problems in following dictation activity and how to overcome the students' problems. The results of the interview were as follows.

First, the English teacher said that the teaching of English at SDN Patrang I Jember, especially to the fourth up to the sixth grade students, was still based on the 1994 English Local Content Curriculum. In the English teaching, the teacher taught four language skills integratedly. However, the teacher added that although the teaching of those skills was done integratedly, the teacher still needed to teach

each skill to the students. In introducing each skill, the teacher created a simple activity; for example, to introduce listening, the exercise given was storytelling activity. Then, for speaking, the teacher asked the students to practice a dialogue in the textbook in pairs. For reading activity, the teacher asked the students to read the text aloud. Then, in introducing writing skill; the teacher gave words dictation as one of the writing activities.

Second, in conducting dictation activity, the teacher gave words dictation once for one theme. The teacher conducted it at the end of the class or at the beginning of the class. Hopefully, by giving it as the last activity, the students could write the words dictated correctly since they had been familiar with the words.

Third, in following dictation activity, the students faced some problems. The main problem was that they were still influenced by the sounds of their mother tongue. That is why, when they heard the English words dictated, sometimes they wrote them with Indonesian spellings. Although they had pronounced and learnt the words several times, but commonly they forgot about the spellings, for instance the word 'nutritious, produce, roasted, hungry, etc' had been learnt several times but they still found it was hard to spell the words when they got those words in dictation activity. They wrote those words with the following spellings 'nuttricius, prodjus, roestets and hangrey'. So, commonly they spelled the words based on their sounds. On the contrary, if the words were familiar to their environment, they could write them easily with the correct spellings. For example, the word 'ice cream, hot, cool, fruit and favorite'. The last problem was the size of the classroom which was too big with the number of students that was more than 60 students. The big room, as well as the noise from their own friends, sometimes made the teacher's voice unable to be heard clearly.

In this case, the teacher made special notes dealing with the students' difficulties and tried to find the solution to overcome the problems. The first way was giving pronunciation practice of the words more often. While giving pronunciation practice, the students look at the words studied in their books, so the students could pronounce as well as looked at the words' spellings. Second, to

conduct the next dictation, the teacher would improve the technique, such as dictating the words louder than before, asking the students to stop talking or she would not continue the activity, if they were noisy, saying the words more often to help the students be easier to spell the words dictated and this activity was done frequently to give more practices to the students in spelling the words correctly without copying and to improve their achievement of word writing.

4.3.2 The Result of Documentation

Documentation was used to get the supporting data about the names of the respondents and the school facilities. The documentation results are presented below.

The school facilities of SDN Patrang I Jember to support the teaching learning process were 13 rooms; 1 headmaster room, 1 teacher's room, 1 library, 1 computer laboratory, 6 classrooms, 1 mosque, 1 art room and 1 PKG room. Unfortunately, there is no other facilities to support the English teaching learning process; such as audio visual in this school. Sometimes, the students only learn English by using media like pictures or cards.

The respondents of the research were the fifth grade students of SDN Patrang I Jember in the 2004/2005 academic year with the number of 63 students. The names of the respondents are enclosed on Appendix 5.

4.4 Discussion

Based on the results of data analysis of the students' scores of dictation test, it was found that the mean score of the fifth grade students' ability in writing English words that cover nouns, verbs, adjectives and adverbs, through dictation at SDN Patrang I Jember in the 2004/ 2005 academic year was 51.2. It was in the interval of 41-60 that was categorized as fair category. From Table 8, it could be seen that there were only 5 students who got excellent scores. From the data above, it could be concluded that in general, the fifth grade students still had difficulty in following dictation activity of writing English words, especially in writing adjectives and adverbs. It was because the English teacher only gave

plenty of practices in doing exercises dealing with nouns and verbs. However, the fifth grade students were still lack of doing exercises dealing with adjectives and adverbs. That is why, most of the fifth grade students were not good at writing English adjectives and adverbs through dictation.

Based on the indicators of dictation test, the results of data analysis showed that, the mean score of writing nouns was classified as good ($M=66.8$), the mean score of writing verbs was classified as fair ($M=53.3$), the mean score of writing adjectives was classified as fair ($M=44.4$) and the mean score of writing adverbs was classified as poor ($M=39.2$)

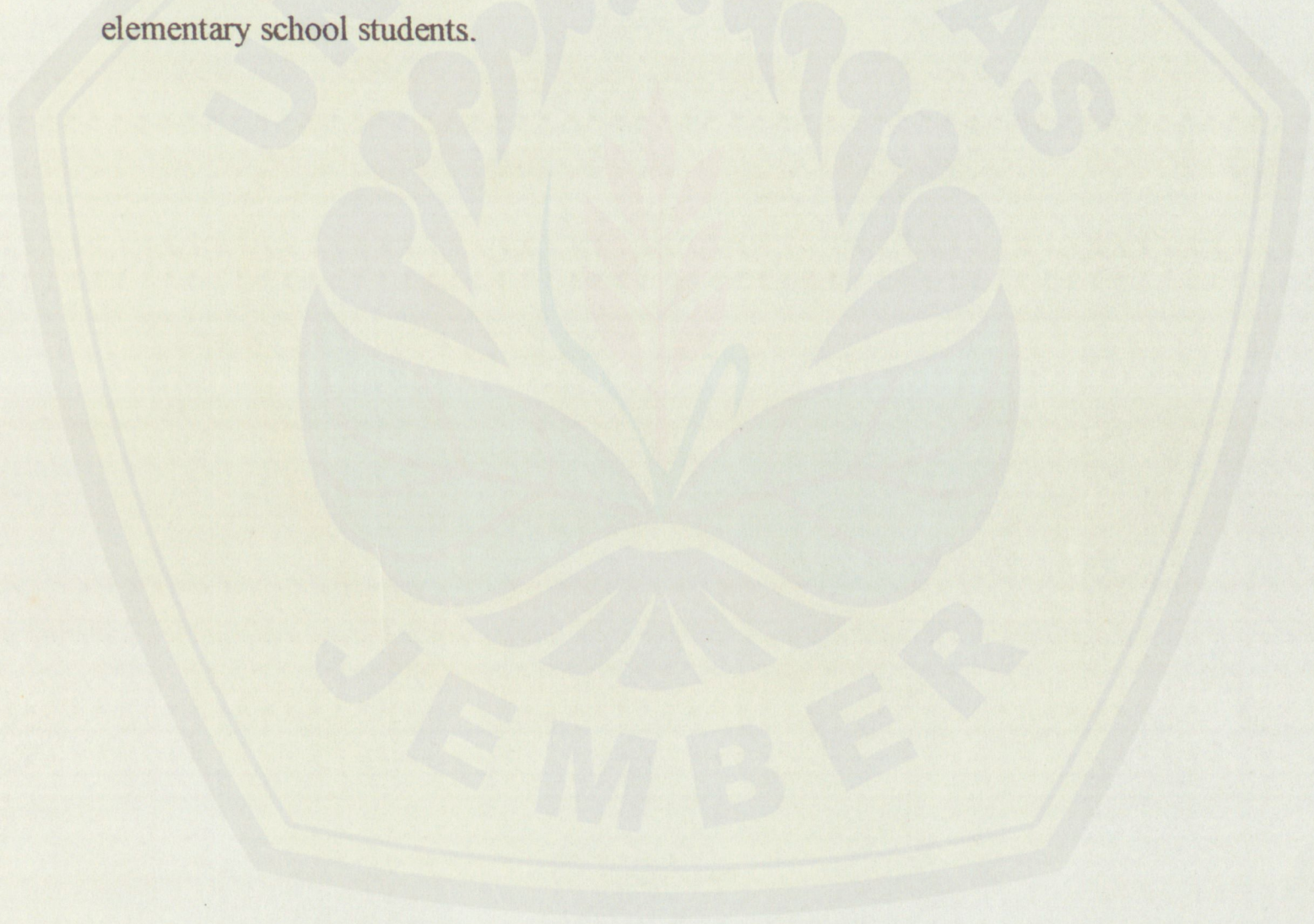
Based on the result of the dictation test, it could be said that in general, the students had better ability in writing English nouns since they were familiar with those words. For example, most of the students wrote the words ice cream, breakfast, rice, fruit, sandwich, meat and lunch correctly. On the contrary, the students' mean score in writing English adverbs was the lowest score among the three indicators. It was in the poor category. It is due to the fact that there were many adverbs that were unfamiliar to the students although they had learnt those words in their textbook.

Finally, based on the research results, it was obvious that dictation could help the students in learning English, especially learning words writing. Writing words through dictation was more effective to help the students memorize many vocabularies they had seen or heard. As it is stated by Davis and Rinvoluceri (2000: 35) that dictation is considered as good activity since this activity gives the English foreign language learners a practice to transcribe the words dictated into written form. Further, they say that dictation enables the students to remember the words longer because they are able to reproduce the words spoken in the written form accurately (Davis and Rinvoluceri, 2000: 35). If the students are able to match the sounds with the letters, they will feel the sense of success, always remember the words and be motivated to learn more.

However, in general, the students' ability in writing English words through dictation was fair (mean score= 51.2). It was supported by the result of interview with the English teacher that the students still faced many difficulties in spelling

the words because of some reasons. First, although they had learnt the words several times, most of the students were not familiar with the words. Second, they were still influenced by the sounds of their mother tongue. Third, the class was too big with the number of the students more than 60 students. These reasons caused the students unable to follow dictation activity well. Besides, the students were never trained listening to the words through tape recorder, so they were not accustomed to listening to the words spoken orally.

Although on the average, the fifth grade students' ability in writing English words was classified as fair, it does not mean that this activity cannot be used in teaching English to young learners. The teacher can give this activity as one of activities to achieve the goal of teaching writing and vocabulary to the elementary school students.



V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the data analysis of the students' scores of dictation test and discussion, the conclusions of the research covered general and specific conclusions.

5.1.1 General Conclusion

In general, the students' ability in writing English words through dictation was fair (mean score=51.2).

5.1.2 Specific Conclusions

In particular, the conclusions of this research were as follows:

1. On the average, the students' ability in writing English nouns through dictation was good (mean score=66.8).
2. On the average, the students' ability in writing English verbs through dictation was fair (mean score=53.3).
3. On the average, the students' ability in writing English adjectives through dictation was fair (mean score=44.4).
4. On the average, the students' ability in writing English adverbs through dictation was poor (mean score=39.2).

5.2 Suggestions

By considering the results of this research, some suggestions are necessary to be given to the following people.

a. The English Teacher

Based on the research results, the English teacher should improve the technique in teaching dictation as one of the activities to introduce writing; such as; before conducting dictation, the teacher should give pronunciation practice first. Then, while giving pronunciation practice, the teacher should write the

words studied on the blackboard, so the students can practice pronouncing and memorizing the words' spelling as well. The pronunciation practice will improve their ability in writing English words through dictation accurately. In addition, the teacher should give this activity as many as possible to help the students remember the word spellings and their pronunciations to improve their ability in writing English words. If necessary, the teacher asks the students to practice pronouncing and listening at home by watching films such as *Telletubbies* or *Magic English*. These two films are categorized as one of meaningful media to teach elementary students in learning pronunciation, listening and reading. The vocabularies used in these films conform to those studied by students at the fifth grade. The actors in these two films usually pronounce all the words one by one to lead the listeners can follow them correctly.

b. The Other Researchers

Based on the results of the research, the other researchers are suggested to conduct a further research, especially dealing with the application of dictation in the English teaching by using another research design, such as a classroom action research to develop the students' ability in writing English words or English sentences.

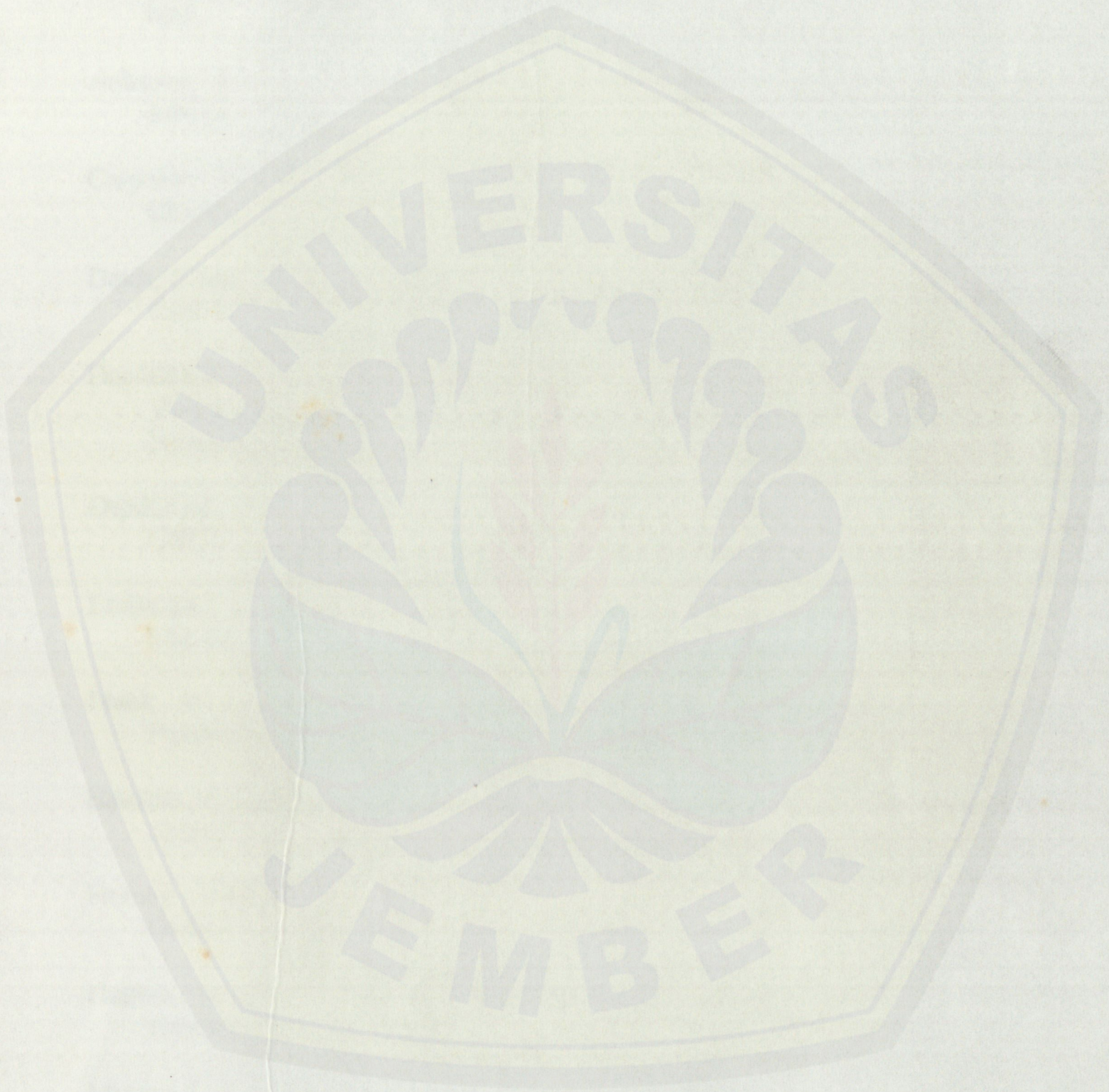
c. The Fifth Grade Students

To improve their ability in writing English words through dictation, the students should practice pronouncing the words studied more often. They may practice pronunciation of the words having been learned at home or by listening English songs or watching English film such as *Teletubbies* or *Magic English*.

d. The Principal

To improve the students' ability in learning English, especially in learning pronunciation, dictation or spelling, the principal of SDN Patrang I Jember should provide facilities to support the teaching learning process. The big room with the number of the students more than 60 sometimes causes the teaching learning

process cannot run fluently, for instance, in dictation activity, the teacher's voice cannot be heard by whole class because the class is too noisy. So it will be good idea to provide a set of room speaker in each class to help the teacher capable to conduct the activities effectively and meaningfully.



REFERENCES

- Montalvan, R. *Dictation Techniques*. [Online] available.
- Ali, H. M. 1991: *Strategi Penelitian Pendidikan*. Bandung: Bandung Angkasa.
- Alkire, S. *Dictation as a Language Device*. The Internet TESL Journal, Vol. VII, NO.3 March [online]. Available:[http://itesti.org/techniques/Alkire dictation.html](http://itesti.org/techniques/Alkire%20dictation.html).
- Arikunto, S. 2002. *Prosedur Penelitian. Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- Carpenter, B. 1991. *Curriculum Handbook for Parents and Teacher*. Illionis: Charles C. Thomas Publisher.
- Davis, P. and Rinvoluceri, M. 2000. *Dictation: New Methods, New Possibilities*. Cambridge: Cambridge University Press.
- Depdikbud- RI. 2001. *Kurikulum Muatan Lokal: Garis-garis Besar Program Pengajaran (GBPP) Bahasa Inggris: Pendidikan Dasar*. Surabaya: Depdikbud.
- Depdikbud. 1999. *Penyempurnaan Penyesuaian Kurikulum 1994. (Suplemen GBPP)*. Jakarta: Depdikbud.
- EssBerger, J. 2003. *Writing: The Great Dictator*: [online]. Available: <http://www.4-esl.com/articles/dictation.htm>.
- Frank, M. 1972. *Modern English: a practical reference guide*. New Jersey: Prentice Hall. Inc
- Hatchett, E. L. and Hughes, D.H. 1958. *Teaching Language Arts in Elementary School*. New York: The Ronald Press Company.
- Hornby, A.S. 1995. *Oxford Advanced Learners' Dictionary of Current English*. Oxford: Oxford University Press.
- Hughes, A. 1996. *Testing for Language Teachers*. New York: Cambridge University Press.
- Martin, T. 1989. *The Strugglers. Working with Children Who Fail to Read*. Buckingham: Open University Press.
- Mc Millan, J. 4. 1992. *Educational Research*. New York: Harper Collins.
- Meras, F. A. 1954. *A Language Teacher's Guide*. London: Harper and Row.

Montalvan, R. *Dictation Updated: Guidelines for Teacher Training Workshop*.
[Online] available.
<http://exchange.state.gov/education/engteaching/dictation/htm>.

Mukarto. 2001. *Grow with English*. Jakarta: Erlangga.

Phillips, S. 1994. *Young Learners*. Oxford: Oxford University Press.

Scott, W.A. and Ytreberg, L.H. 1992. *Teaching English to Children*. London:
Longman.

Sitorus, L. and Said, H. 1997. *The Teaching Techniques in Teaching Vocabulary*.
The Paper is Presented at the National Instructor Workshop. Jakarta:
Depdikbud.

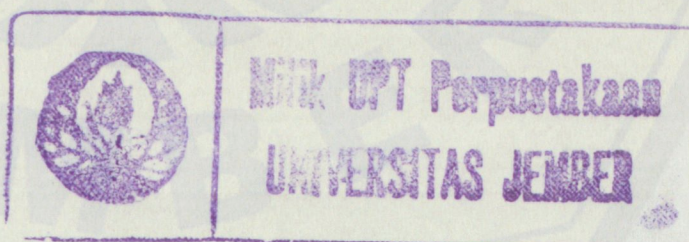
Sukarno. 2000. *A Study of Vocabulary. Meaning, Selecting and Mastering*.
Unpublished Paper. Jember: Jember University.

Sukarso, A. 2003. *Fokus: Bahasa Inggris Untuk Sekolah Dasar*. Surakarta: C.V
Sindhunata.

Tidyman, W.F., Smith, C.W and Butterfield, M. 1969. *Teaching Language Arts*.
New York: Mc Graw-Hill Book Co.

Walker, R., Rattanavich, S. and Oller Jr, J.W. 1992, *Teaching all the Children to
Read*. Philadelphia: Open University Press.

William, C.B. 1970. *Style and Vocabulary: Numerical Studies*. London: Charles
Griffin and Company Ltd.



SUPPORTING DATA INSTRUMENTS

The Guide of Interview

No	Questions	Data Resources
1.	What Curriculum do you use in teaching English to the students?	The English Teacher
2.	How often do you give word dictation activity to the students in a week?	
3.	Where are the materials for dictation test items taken from?	
4.	What are the students' difficulties in following dictation activity?	
5.	How do you help them overcome the problems?	

The Guide of Documentation

No	The Supporting Data Required	Data Resources
1.	The Names of the Respondents	Documents
2.	The Facilities of SDN Patrang 1 Jember in the 2004/2005 Academic Year.	

Dictation Test

Grade : Five
 Date : Maret, 2005
 Time : 40 minutes

- | | | | |
|---------------|-----------------|---------------|---------------|
| 1. ice cream | : ['aɪs 'kri:m] | 21. fruit | : [fru:t] |
| 2. want | : [wɒnt] | 22. like | : [laɪk] |
| 3. nutritious | : [nju'triʃəs] | 23. good | : [gʊd] |
| 4. sometimes | : [sʌmtaɪmz] | 24. inside | : [ɪn'saɪd] |
| 5. breakfast | : ['brekfəst] | 25. rice | : [raɪs] |
| 6. grow up | : [grəʊ ʌp] | 26. have | : [hæv] |
| 7. favorite | : [ˈfeɪvərɪt] | 27. soft | : [sɔ:fɪt] |
| 8. always | : ['ɔ:lweɪz] | 28. slowly | : [sləʊli] |
| 9. dinner | : ['dɪnə(r)] | 29. egg | : [eg] |
| 10. produce | : [prə'dju:s] | 30. bring | : [brɪŋ] |
| 11. roasted | : [rəʊstəd] | 31. small | : [smɔ:l] |
| 12. tomorrow | : [tə'mɒrəʊ] | 32. there | : [ðeə] |
| 13. sandwich | : ['sænwɪdʒ] | 33. meat | : [mi:t] |
| 14. drink | : [drɪŋk] | 34. help | : [help] |
| 15. hot | : [hɒt] | 35. cool | : [ku:l] |
| 16. today | : [tə'deɪ] | 36. yesterday | : ['jestədeɪ] |
| 17. bread | : [bred] | 37. lunch | : [lʌntʃ] |
| 18. eat | : [i:t] | 38. need | : [ni:d] |
| 19. delicious | : [dɪ'liʃəs] | 39. hungry | : ['hʌŋɡri] |
| 20. late | : [leɪt] | 40. here | : [hɪə(r)] |

The Table of Distribution of the Test Items Based on Each Indicator

I. NOUN

No	English Words	Noun			
		Countable		Uncountable	
		Singular	Plural	Mass Noun	
1.	ice cream			v	
2.	breakfast				v
3.	dinner				v
4.	sandwich	v			
5.	bread			v	
6.	fruit	v			
7.	rice			v	
8.	egg	v			
9.	meat			v	
10.	lunch				v

II. Verb.

No.	English Verbs
1.	want
2.	grow up
3.	produce
4.	drink
5.	eat
6.	like
7.	have
8.	bring
9.	help
10.	need

III. Adjectives

No	Descriptive Adjectives
1.	nutritious
2.	favorite
3.	roasted
4.	hot
5.	delicious
6.	good
7.	soft
8.	small
9.	cool
10.	hungry

IV. Adverbs

No	English Words	Adverbs			
		Adverbs of Manner	Adverbs of Place	Adverbs of Time	Adverbs of Frequency
1.	sometimes				v
2.	always				v
3.	tomorrow			v	
4.	today			v	
5.	late	v			
6.	inside		v		
7.	slowly	v			
8.	there		v		
9.	yesterday			v	
10.	here		v		

The Names of Respondents

NO	Names of the Students
1.	ANTIKA UNI S
2.	ADITYABUDITAMA
3.	HABIB
4.	INDRA HERMAN S
5.	RIYANSYAH ANDARIYANTO
6.	RAHMATULLAH
7.	STEVANUS RESTU R
8.	AHMAD RIZAL
9.	ARIN ULI L
10.	ANDI BIL FAHMI
11.	AHMAD HASBY B
12.	ALFIN ANDRICNO
13.	ANTIKA SARI
14.	AHMAD HISAM
15.	ADITYA VEGA R
16.	DANTI P SUHANDOKO
17.	DANANG FEBRIANANDA P
18.	DIYANTI DESKA WARDANI
19.	DESI EKA PARAMITA
20.	DELILA PUTRI SANJAYA
21.	DESI KARTIKA S
22.	ERZA CENTRA A
23.	ERZA CENTRA B
24.	ENY HANDIYAH
25.	EBIL VIDHA SISKAYANTI
26.	ELSA YULI K
27.	FERY SETIAWAN H
28.	FERY SULISTYO W
29.	FITRIAH NUNI K
30.	IFFAH RISQI ARIFIANA
31.	IFA ROSI MAHRIFAH
32.	JAYANTI DWI W
33.	JIMMY CHANDRA K
34.	MOERAD FAJAR
35.	MUHAMMAD HILMI MUBAROK
36.	MUHAMMAD KAMIL ABDILLAH
37.	MERYANDY WIRANANTA S
38.	NUR MAULINA WATI
39.	NADIA JOAN RACHMADANI
40.	PUTRI ANDIATI
41.	RISKI EKA AINUR RACHMAN
42.	RISKA DWI YULIARTI
43.	RIYAN DWI YULIARTI

- | | |
|-----|------------------------|
| 44. | RAHADDIAN MUBARCK |
| 45. | RAYENDARA ALIEF SANDY |
| 46. | RAHMAD NUR CAHYO |
| 47. | RIDHO KAMALUDIN WILDAN |
| 48. | RHEZA HARI PRADANA |
| 49. | RISKI DWI AYU ANDRIA |
| 50. | ROSSI PRASETYO |
| 51. | RISKHI ROMADONA |
| 52. | ARIS |
| 53. | SITI RAHMADAYANTI |
| 54. | TERRY ARI P |
| 55. | WINU WISUDAWAN |
| 56. | WENY PURWANTI |
| 57. | ADE INANA |
| 58. | ANDRE DARMAWAN |
| 59. | GALANTA OPSETYO |
| 60. | KANDIAS |
| 61. | AGIL AQMADES |
| 62. | RADITYA RANGGA P |
| 63. | FIRDAUS PUTRA PRATAMA |

N: 40

DICTATION

- | | | | |
|---------------|----------------|----|-------------|
| 1 | Ice cream | 21 | Fruti |
| 2 | want | 22 | tie |
| 3 | nutri cles | 23 | good |
| 4 | samtis | 24 | Rice insyat |
| 5 | wreak fess | 25 | Rice |
| 6 | grow up | 26 | Hive |
| 7 | fafant foverit | 27 | SOFT |
| 8 | old ways | 28 | slowly |
| 9 | dinner | 29 | egg |
| 10 | Fro jues | 30 | brink |
| 11 | Rice That | 31 | smol smol |
| 12 | Tu morrow | 32 | There |
| 13 | sendwict | 33 | mitt |
| 14 | drink | 34 | half |
| 15 | Today old | 35 | cool |
| 16 | Brede Today | 36 | yest herday |
| 17 | eat Brede | 37 | tan |
| 18 | delisyens eat | 38 | Meed |
| 19 | disyians | 39 | hamrey |
| 20 | Life lean | 40 | here |

ARIZAL L H
NO. 8

Arin Ulitahara
Nob.9

DICTIONARY !

N = 67,5

- | | |
|-------------------------|-------------------------|
| 1. Ice cream. | 21. Fruit |
| 2. Want | 22. Laig |
| 3. Nutritious | 23. Good |
| 4. Some times | 24. Insaid |
| 5. Breakfast | 25. Rice |
| 6. Grow up | 26. Heaf |
| 7. Vafjrite | 27. Soft |
| 8. Ukey wise | 28. Savolley |
| 9. Dinner | 29. eeg |
| 10. Produce | 30. Brink |
| 11. Roasted | 31. Smal |
| 12. To. morrow | 32. There |
| 13. Sandwich. | 33. Meat |
| 14. Drink | 34. Help. |
| 15. Hot | 35. Cool |
| 16. Today | 36. Yesterday |
| 17. Bread | 37. Lunch |
| 18. Eat | 38. Nrich |
| 19. Delicious | 39. Hangrey |
| 20. Leat | 40. Hear. |

1. Ice cream
2. ~~Want~~
3. Nutritios
4. ~~Samtain~~
5. Breakfast
6. ~~Growap~~
7. Favorite
8. Always
9. Dinner
10. Produce
11. ~~Road race~~
12. ~~Tommorow~~
13. Sandwich
14. Drink 1
15. ~~Hot~~ Hot
16. ~~Today~~ Today
17. ~~Bread~~ Bread
18. ~~Eat~~ Eat
19. ~~Delicious~~ Delicious
20. ~~Lead~~ Lead

- N = 65
21. Fruit
 22. Like
 23. Good
 24. ~~Insain~~
 25. Rice
 26. Have
 27. Soft
 28. ~~Slow~~ Slowly
 29. Egg
 30. Bring
 31. Smiley
 32. ~~Tree~~
 33. Meat
 34. Help
 35. Cool
 36. Yesterday.
 37. ~~Lanch~~ Lanch
 38. ~~Nice~~ Nice
 39. ~~Angrey~~ Angrey
 40. ~~Hear~~ Hear

Nama: Diyanti Deska W
No : 18
Klas : V

DESY EKA / 19 / 19

N = 97,5

DICTIONARY !

- | | |
|---------------|----------------|
| 1. Ice-cream | 21. Fruit |
| 2. Want | 22. Like |
| 3. Nutritious | 23. Good |
| 4. Sometimes | 24. Inside |
| 5. Breakfast | 25. Rice |
| 6. Grow up | 26. Have |
| 7. Favorite | 27. Soft |
| 8. Always | 28. Slowly |
| 9. Dinner | 29. Egg |
| 10. Produce | 30. Brink |
| 11. Roasted | 31. Small |
| 12. Tomorrow | 32. There |
| 13. Sandwich | 33. Meat |
| 14. Drink | 34. Help |
| 15. Hot | 35. Cool |
| 16. Today | 36. Yesterday. |
| 17. Bread | 37. Lunch |
| 18. Eat | 38. Need |
| 19. Delicious | 39. Hungry |
| 20. Late | 40. Here |



FATSQ

Feri Sulistio no: 28

N: 37,5 *

No:
Date:

- 1 Ice cream
- 2 Woon
- 3 Nutrition
- 4 Santams
- 5 Briks wers
- 6 Grow up
- 7 faforit
- 8 ol weals
- 9 Dincer
- 10 Prooves
- 11 Roastet
- 12 Tomorrow
- 13 ~~sad sandwich~~ sandwich
- 14 Drink
- 15 Hot
- 16 Today
- 17 Brand
- 18 ait
- 19 Dellisies
- 20 Lait

- 1 fruits
- 2 Lalg
- 3 Good
- 4 incet
- 5 Race
- 6 Have
- 7 Soft
- 8 Slowlei
- 9 egg
- 10 Brink
- 11 small
- 12 Dear
- 13 Meat
- 14 Help
- 15 Cod
- 16 Yeas Today
- 17 Lunch
- 18 hand
- 19 handrai
- 20 hear



$N = 77,5$

>Nama = Fitria N.K (pipit)
 No = 29
 Kls = 2

BHS INGGRIS

- | | | | |
|---------------|------------|---------------|-----------|
| 1 | Ice cream | 22 | Like |
| 2 | Want | 23 | Good |
| 3 | Nutrition | 24 | Inside |
| 4 | Sometimes | 25 | Rice |
| 5 | Break fast | 26 | Have |
| 6 | Grow up | 27 | Soft |
| 7 | Favorite | 28 | Slow Lear |
| 8 | Always | 29 | |
| 9 | Dinner | 30 | Bring |
| 10 | Produce | 31 | Small |
| 11 | Roasted | 32 | There |
| 12 | Tommorow | 33 | Meat |
| 13 | Sandwich | 34 | Help |
| 14 | Drink | 35 | Cool |
| 16 | Today | 36 | Yesterday |
| 17 | Bread | 37 | Lunch |
| 18 | Eat | 38 | Nice |
| 19 | Delicious | 39 | Grey |
| 20 | Leat | 40 | Hear |
| 21 | Fruit | | |
| 15 | Hot | | |
- (no 15 ada di bawah)

LINA

38

No S-3-2005

Date Selasa

DICTIONARY!

- | | |
|---------------|--------------|
| 1. Ice cream | 21. Fruit |
| 2. Wheat | 22. Grand |
| 3. Nutrition | 23. Goth |
| 4. Samba | 24. Insaich |
| 5. Bread | 25. Rice |
| 6. Grow up | 26. House |
| 7. Favorite | 27. Safe |
| 8. Always | 28. Slowly |
| 9. Dinner | 29. Egg |
| 10. Protein | 30. Drink |
| 11. Roast | 31. Small |
| 12. Tomorrow | 32. Draw |
| 13. Sandwich | 33. Meat |
| 14. Drink | 34. Help |
| 15. Shot | 35. Let |
| 16. Judge | 36. Yes/No |
| 17. Breathe | 37. Hands |
| 18. It | 38. List |
| 19. Delicious | 39. Thangyuh |
| 20. Grate | 40. Shies |

N = 40

Mama, Nadia Joan R
 Kls : V
 No : 39

N = 35

<input type="checkbox"/>			
<input type="checkbox"/>	Ice cream	21	Fruit
<input type="checkbox"/>	want	22	Like
<input checked="" type="checkbox"/>	Nutritious	23	Good
<input type="checkbox"/>	Some times	24	Inside
<input checked="" type="checkbox"/>	Breakfast	25	Rice
<input type="checkbox"/>	Grow up	26	Have
<input type="checkbox"/>	Favorite	27	Soft
<input type="checkbox"/>	Always	28	Slowly
<input type="checkbox"/>	Dinner	29	Egg
<input type="checkbox"/>	Products Products	30	Drink Brink
<input type="checkbox"/>	Roasted	31	Small
<input type="checkbox"/>	Tomorrow Tomorrow	32	There
<input type="checkbox"/>	Sandwich	33	Meat
<input type="checkbox"/>	Drink	34	Help
<input type="checkbox"/>	Hot	35	Cool
<input type="checkbox"/>	Today	36	Yesterday
<input type="checkbox"/>	Bread Bread	37	Lunch
<input type="checkbox"/>	Eat	38	Nich
<input checked="" type="checkbox"/>	Delicious	39	Hungry
<input type="checkbox"/>	Right	40	Here
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

B = 32 / 2,5

nama : Auditya Rangga Pratomo
 no : 62
 kls : V

N = 60

Date: _____

1.	ice cream	21	Fruit
2	want	22	like
3	ntrissius	23	good
4	Samtains	24	insaic
5	Breac Fest	25	Rice
6	grow up	26	have
7	Faforet	27	soft
8	all ways	28	slowly
9	Dinner	29	egg
10	Frootjuis	30	drink Brink
11	Roesteet	31	Small
12	tomorrow	32	dear
13	Sandwich	33	meat
14	drink	34	Help
15	Hoot	35	rest cold
16	today	36	yes yesterday
17	Bread	37	Lanc
18	eat	38	neat
19	Delleseus	39	hungry
20	layt	40	hear

B = 24 x 215

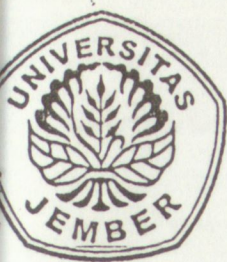
(17)

Firdaus Putra P.
63.

N = 90

DKTATION!	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/> 1.	Ice cream
<input type="checkbox"/> 2.	Wart
<input checked="" type="checkbox"/> 3.	Nutricious
<input type="checkbox"/> 4.	Some times
<input type="checkbox"/> 5.	Break fast
<input type="checkbox"/> 6.	Grow up
<input checked="" type="checkbox"/> 7.	Faporite
<input type="checkbox"/> 8.	Always
<input type="checkbox"/> 9.	Dinner
<input checked="" type="checkbox"/> 10.	Product
<input type="checkbox"/> 11.	Roasted.
<input type="checkbox"/> 12.	Tomorrow
<input type="checkbox"/> 13.	Sandwich
<input type="checkbox"/> 14.	Drink
<input type="checkbox"/> 15.	Hot
<input type="checkbox"/> 16.	Today
<input type="checkbox"/> 17.	Bread
<input type="checkbox"/> 18.	Eat
<input type="checkbox"/> 19.	Delicious
<input type="checkbox"/> 20.	Late
<input type="checkbox"/> 21.	Fruit
<input type="checkbox"/> 22.	Like
<input type="checkbox"/> 23.	Good
<input type="checkbox"/> 24.	Inside
<input type="checkbox"/>	

- 25. Rice
- 26. Have
- 27. Soft
- 28. Slowly
- 29. Egg
- 30. Bring
- 31. Small
- 32. Three
- 33. Meat
- 34. Help
- 35. Cool
- 36. Yesterday
- 37. Lunch
- 38. Need
- 39. Hungry
- 40. Here



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 0746 /J25.1.5/PL5/200...

Jember, 09 MAR 2005, 200...

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. **KEPALA SDN PATRANG I**

JEMBER

di. -

JEMBER

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : **Marini Qudriyah**

Nim : **000210401230**

Jurusan/Program : **Pend. Bahasa & Seni/ Pend. Bhs. Inggris**

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga Saudara dengan Judul :

THE FIFTH GRADE STUDENTS' ABILITY IN WRITING

ENGLISH WORDS THROUGH DICTATION IN THE 2004/2005

ACADEMIC YEAR

Sehubungan dengan hal tersebut kami mohon perkenan Saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.



Dekan
Pembantu Dekan I,

Drs. H. MISNO AL, M.Pd
NIP. 130 937 191



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH DASAR NEGERI PATRANG I
Jl. Moch. Seruji no. 250 Telp. (0331) 483048 Jember

SURAT KETERANGAN PENELITIAN
Nomor : 016 / 428.318.18.57 / III / 2005

Yang bertanda tangan dibawah ini Kepala SDN Patrang I Jember, menerangkan dengan sesungguhnya bahwa :

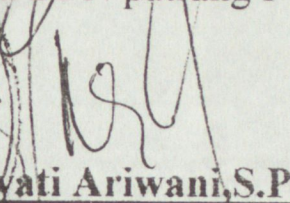
Nama : MARINI QUDRIYAH
Nim : 000210401230
Jurusan / Program : Pendidikan Bahasa dan Seni / Pend. Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Telah melaksanakan penelitian di SDN Patrang I Jember, selama 1 (satu) bulan terhitung mulai tanggal 7 Maret sampai dengan 29 Maret 2005 , guna melengkapi penyusunan skripsi dengan judul :

**“ THE FIFTH GRADE STUDENTS ABILITY IN WRITING ENGLISH WORDS
TROUGH DICTATION AT SDN PATRANG I JEMBER IN THE 2004 / 2005 ACADEMIC YEAR “**

Dalam rangka ujian akhir untuk mendapatkan gelar sarjana (S-1) Pada Universitas Jember.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Jember , 29 Maret 2005
Kepala SDN patrang I

Sri Mulyati Ariwani, S.Pd
NIP. 130455505

