

THE USE OF DICTATION-COMPOSITION TECHNIQUE TO DECREASE STUDENTS' ERRORS IN WRITING (AN EXPERIMENTAL RESEARCH FOR THE FIRST GRADE STUDENTS AT SMA NEGERI 4 BANDA ACEH)

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Abstrak

Penelitian ini menerangkan tentang penggunaan teknik mendikte-mengarang (*dictation-composition*) untuk mengurangi kesalahan siswa dalam menulis. Tujuan dari penelitian ini adalah untuk mencari kesalahan yang paling banyak dilakukan oleh siswa setelah *dictation-composition* diterapkan dan untuk mengetahui apakah teknik tersebut dapat mengurangi kesalahan siswa dalam menulis atau tidak. Penelitian ini adalah penelitian kuantitatif dimana data penelitian diperoleh dengan menggunakan tes dan dokumentasi tes menulis siswa. Objek dari penelitian ini adalah siswa kelas I SMA Negeri 4 Banda Aceh. Berdasarkan data dari dokumentasi tes menulis siswa, kesalahan yang paling banyak dilakukan oleh siswa setelah *dictation-composition* dilaksanakan adalah kesalahan tata bahasa dengan total persentase data adalah 46,42%. Sementara itu, data dari tes dianalisis dan dihitung dengan menggunakan rumus statistik. Hasil dari tes menunjukkan bahwa skor rata-rata pre-test adalah 38.80, sedangkan skor rata-rata post-test adalah 40.61. Selanjutnya, hasil dari t-test = 2.12 dan t-table = 1.70. Ini membuktikan bahwa skor t-test lebih tinggi daripada t-tabel, sehingga hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak.

Kata Kunci: Teknik *Dictation-Composition*, Teks Deskriptif, Kesalahan, Penulisan

Abstract

This research reports an investigation of the use of dictation-composition to decrease students' errors in writing. The objectives of this study are to determine the most errors made by the students after the dictation-composition implemented, and to find out whether dictation-composition technique decreases the students' errors in writing or not. The research was conducted by using quantitative research and the data was collected using test and documentation of students' writing test. The object of this research was the students at the first grade of SMA Negeri 4 Banda Aceh. Based on the data from documentation of students' writing test, it showed that the most errors made by the students after the dictation-composition implemented was in grammatical errors with the total of data percentage is 46.42%. Meanwhile, the data from test was analyzed and calculated by the statistical formula. It showed that the mean score of pre-test was 38.80, while the mean score of post-test was 40.61. Furthermore, the result was showed that t-test = 2.12 and t-table = 1.70. It means that t-test score was higher than t-table, so the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

Keywords: *Dictation-Composition Technique, Descriptive Text, Errors, Writing*

INTRODUCTION

Writing is a skill that requires students to share their idea based on what they think which aims to give the information or to communicate with others.

Writing down the sentences in their mind or only write something according to their idea is not enough because students have to write the sentences correctly in terms of both grammar and other aspects in writing.

Therefore, in writing skill the students are required to learn more about how to produce a good and correct writing to be readable and easily understood by readers. There are many types and processes in writing that must be known and learned by the students. One of the types is descriptive text. According to Kurikulum 2013 (Permendikbud RI: 2016), the first grade students of Senior High School are expected to be able to compose types of descriptive text which purposes to describe the objects determined by the teacher through their writing and understand the meaning contained in descriptive text relating to tourist attraction. Additionally, in the process of writing students require not only idea but also word choice, vocabulary, grammar, and mechanics which has its respective values and roles because the correct or incorrect writing of the students depends on each of these elements. Therefore, grammatical errors, word choice and mechanics are common mistakes that occurred naturally by students while they were writing. Based on the researcher's observation, the students faced difficulty in dealing with those elements during writing exercises/task. To solve this problem, the researcher decided to implement a technique named dictation-composition (dicto-comp) in writing descriptive text. Riley in Nation and Newton (2009: 62) stated that dictation-composition is a learning strategy where the teacher comes up with a text and test the students to listen and rewrite what they have heard with their own words. Thus, the researcher intended to conduct a new research design to improve the students' writing especially in descriptive text by using dictation-composition.

The problems of study

1. What are the most errors made by the students after the dictation-composition technique implemented?
2. Does dictation-composition technique decrease the students' errors in writing?

The Objectives of Study

1. To determine the most errors made by the students after the dictation-composition technique implemented.
2. To find out whether dictation-composition technique decreases the students' errors in writing.

Hypothesis

- H_a:** Dictation-Composition technique decreases students' errors in writing.
- H₀:** Dictation-Composition technique does not decrease students' errors in writing.

LITERATURE OF REVIEW

Definition of Writing

Writing is a skill that is used as a means of communication indirectly. It is called as an indirect communication tool because students will convey all the ideas and whatever is in their minds through their writing. Writing is something that may be successful if students have understood what they will write so the readers can understand the meaning and purpose of their writing. (Nation, 2009:93). It means that before writing down what are in their minds, students must arrange words that they will write well first. It needs to be done so that no errors in the writing that they will produce.

Writing is one of the productive skills that must be mastered by the students besides the other language skills. According to Mansoor (2011:2) writing is the most important thing for students to be able to share ideas and also generate feelings or convince readers through their writing. It is important that students be able

to communicate and share about the things they want to convey to others through their writing. Especially communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so that is why writing is always based in thought.

In addition, Nunan (2003:88) stated that writing is a process that requires students to create or bring out their ideas, making students thinking critically about how to convey their ideas in a sentence or paragraph well. It shows that in writing process, it takes a lot of effort for students to be able to produce a writing that is more organized and can be said to be good reading. Therefore, writing is always stated to be one of the skills that is difficult for students to master in learning a foreign language.

Process of Writing

The process of writing is something that the students have to do to produce a good writing. According to Dietsch(2006:10),the process of writing is classified into four stages that can be observed, they are pre-writing, drafting, revising, editing and publishing.

Pre-writing is the first stage of the writing process, this stage including what will be written first whether it is a topic of writing or the other. McLean (2012:381) stated:“Prewriting is the stage of the writing process during which you transfer your abstract thoughts into more concrete ideas in ink on paper (or in type on a computer screen)”. It is the step where the students can determine what theme they will use in their writing. In this stage students can design what they will produce in their writing.

The second is drafting. It is the step where the students start putting their ideas

of thought into a sentence or paragraph. According to Richards and Renandya (2010:317), when the students have found ideas, then the first attempt at writing that is drafting will be easier. It can be said that in this step, the students can distribute all their ideas and make the texts that focus on a predetermined topic so that their writing is more directed and the reader can understand the purpose and what is presented in the writing.

The next step is revising. Nation and Newton (2009:119-120) said: “Revising is done to check what ideas have already been included in the writing, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors.” It is the next step that has to be used by the students in finishing their writing. An important part of the writing process is looking back over what has been written them. In which case the students will need to review, modifies, and refines their writing in accordance with what is planned before the writing process begins and this step also serves to reduce writing errors by the students.

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

The last step is publishing. It is last stage in writing process. When someone completes their writing, the last thing they have to do is publish their writing to be read by others. Therefore the content in their writing is very important, because their writing should be easy and feasible to be read by the public. In teaching learning process of writing, for the publishing stage usually after writing, the teacher will ask students to read their writing each in front of the class.

Types of Writing

The types of writing activities to perform writing should be based on the students' level and capacity. According to Brown (2004:220), there are the writing types that can be listed under four broad headings. The first type is imitative writing. This category includes the ability to spell correctly. The students have to attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. The second type is intensive writing (controlled). In this category, most assessment tasks are more concerned with a focus on form, and rather strictly controlled by the text design. The students have to attain skill in producing appropriate vocabulary within a context, collocation, idioms and correct grammatical features up to the length of a sentence. The third type is responsive writing. This level requires the students to perform a limited discourse level, creating logically connected sequence of two or three paragraphs. It is more focused on the discourse convention that will achieve the objective of the written text. It has strong emphasis on context and meaning. The last type is extensive writing. Extensive writing implies successful management of all the process and strategies of writing for all purposes, such as an essay, a term paper, etc. Therefore,

the students need to focus on achieving purposes, organizing and developing ideas logically using details illustrate ideas, demonstrating syntactic and lexical varieties in their writing. For this study, the researcher chose the imitative writing to be compared with the descriptive text because this type of writing is the most suitable with the research to be done.

Descriptive text

Descriptive text is a text that requires the writers need to know the dominant grammatical aspect or language features that are used. It is to tell about the object that will be described. This text is the text that uses most adjectives in the process, because it will tell about the characteristic of the object and aim to tell about the information of the object in detail. Descriptive text provides a lot of information about people, things, and place clearly and detail (Bima and Kurniawan, 2005:15).

Descriptive text is a text that consists of some paragraphs that contain a topic and accompanied by a clear description through writing to make the readers understand what is conveyed by the writers in their writing. Savage and Shafiei (2007:30) stated that in descriptive paragraph, the students use words that create an image and help the readers to see, touch, feel, smell or taste the topic that they are describing. It means that the students must be able to make the readers feel or see clearly what is written by them. So the readers can feel as if they really see what is drawn clearly and real in that writing.

According to Zemach and Rumisek (2005:25), descriptive paragraph explains how someone or something looks or feels and a process to explain how something is done. The purpose of descriptive paragraph is to describe the object clearly and make

the readers feel and see the object real in writing. For example when the writer writes that a girl looks beautiful wearing her new clothes, then the readers can seem to see the beauty of the girl is real through the writing.

Types of Error

Students' errors are caused by a lack of student knowledge or students' ignorance of the target language so they do not know and do not realize of what is wrong in their writing and the students cannot correct the errors themselves. Harmer (2001:34) stated that mistakes are an Interlingua part of continuous students and they do gradually to facilitate them in full mastery of the second language. It requires teachers to explain to students what errors they have made. Therefore students who make errors will need teachers to teach them so that they can reduce the errors they make when they wrote. In this study, researchers will analyze some aspects of error that are some aspects of errors in writing that usually occur frequently in students' writing, such as mechanical errors, grammatical errors, students' choice of words.

Grammatical Errors

Grammar is the study of how words come together to form sentences. As it is categorized by meaning, form, and function, English words fall into various parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles, and interjections. It is will be more clearly if the students understand how each of these parts of speech operates in a sentence. The students usually made errors in those parts of speech in writing.

In this study, the researcher classified the most errors made by the students in grammar, namely: tense,

pronoun, articles, word-order and preposition.

1. Tense

Tense is a verb that shows the time action such as present tense, past tense, and future tense. Error in tense is usually occurs frequently in students' writing. They are usually write using the incorrect tense. For examples, they write the present tense sentence using past tense.

2. Pronoun

Pronoun is used to refer to nouns that have been mentioned or to nouns that do not need to be specifically mentioned. Error in pronoun is usually occur in students' writing because the students have difficulty in using and distinguishing types of pronouns that are in accordance with their functions in the sentence. The type of pronoun consists of: personal pronouns, possessive pronouns, reflexive pronouns, demonstrative pronouns, relative pronouns, interrogative pronouns, indefinite pronouns, and reciprocal pronouns.

3. Articles

Article is a word used to clarify the meaning of nouns or adjectives used in sentences. Article consists of *the*, *a*, and *an*. Article *the* is referred to as the definite article. It is usually used to refer to things that are clear and have been explained before. Article *a* and *an* are called indefinite articles in sentences. It refers to an explanation of singular object. Errors in article occur because the students did not use articles when they are supposed to use them.

4. Word-order

Word-order is a complete arrangement of words. Namely consists of subject, verb and object. If the wording in the sentence is complete, then an adverb of place or time is added if needed. Errors in word-order occur

because the students are write the text incompletely.

5. Preposition

Preposition is a word used to describe verbs, nouns and adjectives used in sentences. The preposition consists of preposition of time, preposition of place and position, and preposition of movement. Errors in preposition occur because the students still feel confuse in using the right preposition into the sentence.

Students' Word Choice Error

Errors in word choice usually occur frequently in students' writing, consisting of adjectives, nouns, and verbs. For example, a word that sounds exactly like another word with a different meaning. Word choice errors can also be made because words or phrases are spoken incorrectly and sound similar to other words or phrases with different meanings. In addition, some students are not too capable enough in mastering a few words so they are often confused in completing the tasks given by the teacher. It is the most things that make students often make faults in their word selection.

Mechanical Error

In general, mechanical errors involve the errors of spelling, punctuation, and capitalization.

1. Spelling Errors

Spelling errors usually can make it difficult for the readers from understanding what the writer is trying to say. Spelling is irregular that even native speakers have a problem with it. Many English words are difficult for students to remember so they are hard to spell and this has become a big problem for language learners. In English language, there are some words that the pronunciation sounds the same so this can cause the students to make misspellings in writing. It is not an easy thing for students

to write spelling correctly. However, writing spelling well is something that cannot be ignored and it is the most important thing they need to know so that they do not keep making errors in writing.

2. Capitalization Errors

Capitalization errors are the most common thing done by writers because they feel that thing is not have a big effect on their writing. For the second language students, they often make errors on capitalization because they do not realize it or do not know. However, not a few of them deliberately ignore it. Capitalization is not only used in the beginning of a sentence, but also used to mention places, names, places, and others. It is what makes students confused about using capitalization because most of them do not know where and when to put the correct capital letters.

3. Punctuation Errors

The most serious punctuation errors are made not only by the second language students, but by native speakers too. These errors are due to the lack of a clear understanding of what a sentence is, and they result in fragments (incomplete sentences) or (sentences that do not end when they should). They usually always find it difficult to use the punctuation marks. Punctuation errors are often done students usually on the use of full stop, commas, and semicolons. Students often forget to use full stop at the end of a sentence, but they use a comma to end the sentence. This is an important thing to be noticed by teachers to reduce students' errors in the use of punctuation.

Dictation Composition

Dictation composition is a simple technique that teachers can apply in teaching. This is a technique that requires the students to write what the teacher reads

with a maximum of three times. Before the text is finished reading by the teacher, the students are not allowed to write the text. Nation and Newton (2009:62) stated that the dictation composition is a variation of a dictation that is an easy to prepare activity that can be part of regular classroom routines.

Dictation-composition is a simple technique that can be used by the teacher to guide the students in writing. According to Nation and Newton (2009:85), in the dictation-composition, the students have to remember the ideas in a text of more than one hundred words long and express them in the words of the original or in their own words. It means that this technique can help the teacher to easier in teach writing for the students to develop their ideas and their critical thinking in writing skill. Through this technique, the vocabulary of students and also the grammar of student writing will increase and develop as it is the goal of the dictation-composition technique.

METHOD

The researcher used the experimental research to describe how the use of dictation-composition technique in decreasing the students writing errors in mechanics, grammar and word choices. In other words, this method was implemented to find out whether there are any changes or improvements of an effort made in the research or not. The sample of the research consisted of 31 students of class X-IS 2 SMA Negeri 4 Banda Aceh in academic year 2018/2019. As a technique to collect data, there are test (pre-test-post-test) and documentation. the researcher gave a pre-test to students before giving treatment and then gave post-test after giving treatment several times. In calculating the total number of student' errors, the researcher categorized the errors into three items; Grammar, Word Choice, and Mechanics, as follow:

Table 3.6.1 Table of Scoring Written

NO	Categories	Scoring
1	Grammar	45
2	Word Choice	35
3	Mechanic	20
Total Score		100

After analyzing the students' scores through the aspects above, the researcher

used the scale of scoring guidance test that had been developed as follows:

Table 3.6.2 Table of Scoring Guidance Students' Writing

Categories	Scores	Descriptions
	45-40	Offers readers engaging and compelling sentences and paragraphs

Grammar	39-30	Good : Shows sentences variety
	29-22	Exhibits some understanding of sentence structure
	21-15	Lacks evidence of proper use of complete sentences
Word Choice	35-30	Engages the readers in the story by making people, places, and objects come alive with sensory details, comparisons, and powerful adjectives
	29-24	: Uses well-crafted sensory images and appropriate adjectives that describe
	23-18	: Provides some sensory words and adjectives
	17-10	: Lacks evidence of sensory words and adjectives
Mechanics	20-16	: Virtually free of punctuation, spelling, and capitalization errors
	15-10	: Contains several (mostly common) punctuation, spelling, and capitalization errors
	9-5	: Contains many and serious errors of punctuation, spelling, and capitalization
	4-1	: Frequent errors in spelling and capitalization, intrusive and inaccurate punctuation

Adapted from Hughes (2005:104) and Tribble (1996:130-131)

After obtaining the result of the test, the researcher categorized students' errors according to **Table 3.6.1**. Then, the researcher counted the total of errors and percentage of errors for each category. According to Sudijono (2006:43) to quantify the errors students made, the researcher used the percentage formula below:

$$P = x \ 100\%$$

Where:

P : Percentage of Errors
 F : Frequency of Errors Occurred
 N : Total Number of Errors
 100% : Constant Value

In addition, the researcher used the statistical formula to calculate the score to examine the reduction of students' score. In calculated the data, there are some steps followed by the researcher, namely: mean score, standard deviation, variance, and test-formula.

1. **Mean Score (\bar{X})**, The mean is used to find out the average score of pre-test and post-test in experimental class as suggested by Sudjana (2009:67) by using the formula as follows:

$$\bar{X} = \sum \frac{f_i \cdot x_i}{f_i}$$

\bar{X} = Mean Score

$\Sigma fi.xi$ = Sum of Score
 fi = Frequency or the total of participants

2. **Variance (S^2)** is a measure of the variation in data that usually represented as S^2 . There were two ways to calculate variance (S^2), namely a theoretical formula and work formula. In this case, the researcher used the work formula of variance by Sudjana (2009:95). The formula is as follows:

$$S^2 = \frac{n \Sigma fi.X_i^2 - (\Sigma fi.X_i)^2}{n(n-1)}$$

S^2 = Variance

X = Mean Score

n = the total of Participants

3. **Standard Deviation** is a statistical value that determines how far the data variation is from the average value. According to Sudjana (2009:239) the standard deviation, it can be calculated using the following formula:

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

S^2 = Variance

S_1 = Standard Deviation of Post-test

S_2 = Standard Deviation of Pre-test

X = Mean Score

n = the total of participants

4. **T-test Formula**, it is statistical formula was used to test the degree of difference between two means of the first test (pre-test) and the second test (post-test). T-score formula according to Sudjana (2009:239) as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

t = t-score

X = Mean Score of Post-test

X_2 = Mean Score of Pre-test

S = Standard Deviation

n_1 = Total of participants Students in Post-test

n_2 = Total of participants Students in Pre-test

RESULT AND DISCUSSION

Result

The finding of the pre-test presented that only one student who got 56 as the highest score and one student who got 27 as the lowest score with the result of pre-test mean scored 34.80. Meanwhile, in the post-test showed that only one student got 71 and one student got 27 for the lowest score. The mean score of the post-test was 40.61 which higher than before the researcher applied the dicto-comp technique. In dealing with lower mean of students' score, the researcher found the variance from pre-test and the post-test, as follow:

$$S^2 = \frac{n(\Sigma fi.xi^2) - (\Sigma fi.xi)^2}{n(n-1)}$$

$$= \frac{31(39111) - (1079)^2}{31(31-1)}$$

$$= \frac{1212441 - 1164241}{930}$$

$$= \frac{48200}{930}$$

$$S^2 = 51.83$$

$$S = \sqrt{S^2}$$

$$S = \sqrt{51.83}$$

The variance of pre-test = 7.20

$$S^2 = \frac{n(\Sigma fi.xi^2) - (\Sigma fi.xi)^2}{n(n-1)}$$

$$= \frac{31(56509) - (1259)^2}{31(31-1)}$$

$$= \frac{1751779 - 1585081}{930}$$

$$= \frac{166698}{930}$$

$$S^2 = 179.24$$

$$S = \sqrt{S^2}$$

$$= \sqrt{179,24}$$

The variance of post-test = 13.39

By scoring the variance both in pre-test and the post-test, the researcher continued to find the standard deviation. The calculation is as follows:

$$\begin{aligned}
S^2 &= \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \\
&= \frac{(31-1)(13,39)^2 + (31-1)(7,20)^2}{31 + 31 - 2} \\
&= \frac{30(179,2921) + 30(51,84)}{60} \\
&= \frac{5378,763 + 1555,2}{60} \\
&= \frac{6933,963}{60} \\
&= 115,56 \\
S^2 &= \sqrt{115,56} \\
S &= 10,75
\end{aligned}$$

The next step was finding the T-test to examine the degree of difference between two score of means from the first test and the second test.

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{40,61 - 34,80}{10,75 \sqrt{\frac{1}{31} + \frac{1}{31}}} \\
&= \frac{5,81}{10,75 \sqrt{\frac{1}{31} + \frac{1}{31}}} \\
&= \frac{5,81}{2,73} \\
&= 2,12
\end{aligned}$$

From the data above, the t-test score was 2.12. To determine the hypothesis is accepted or rejected, the researcher used the t-table as follows:

$$\begin{aligned}
\text{T-table} &= t_{\alpha} = (n_1-1, n_2-1) \\
&= t_{0,05} = (30,30) \\
&= 1,70
\end{aligned}$$

From the result, the researcher found that t-table = 1.70. Meanwhile, t-score = 2.12. Therefore, the result showed that t-score was higher than t-table. It can be said that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Discussion

Based on the table of recapitulation of students' errors, it showed the total of students' errors in all of categories. For tense (Te), it found that the total of students' errors made was 113, while in

pronoun (Pr) it was 13. For article (Art), it was 15 errors. After tense, the next of most errors made by the students were in word-order (WO) with the total 26. Then, the lowest error made by the students was in preposition (Pre) which was only 2 errors found. In students' word choice, based on the table of recapitulation of errors, the lowest errors made by the students in writing descriptive text was word choice. According to the data obtained, the researcher found that adjective (Adj) had 20 errors, and noun (N) had only 2 errors made by the students. Meanwhile, the used of verb (V) was the most errors in word choice with the total of errors was 25. According to the table, the calculation of mechanical errors was higher than students' word choice. Based on each category, the researcher found 48 error from the spelling (Sp), and almost all of the students made errors in capitalization (Capt) which totals 54 errors. Moreover, for the punctuation (Punct) errors, it was the lower errors with the total 46 errors. In relation to the result, the researcher found that the most errors made by the students were in grammatical errors. The total of data percentage errors of students in grammatical errors was 46.42%, for the mechanical errors was 40.66%, and word choice was only 12.92%.

Furthermore, the statistical data showed that the mean score of students' pre-test was 38.80 while the post-test was 40.61. Although the post-test score also did not reach the standard of the average score, it can be seen that the dictation-composition technique decreased the students' errors in writing. By comparing the t-test score with t-table, it was found that the t-test score was 2.12 and the t-table was 1.70. It can be showed that the t-test score was higher that t-table, so it can be concluded that the alternative hypothesis

(Ha) was accepted and the null hypothesis was rejected.

CONCLUSION

Based on the data analysis and the discussion above, the researcher concluded as follows:

- 1) The students' skill in writing was still weak in grammar. In addition, the researcher found that the students were also still low in mechanics while they were writing because the data percentage showed that there were no significant difference between grammatical errors and mechanical errors. The total of data percentage errors in grammar is 46.42%. Meanwhile, the total of data percentage in mechanical error is 40.66% errors made by the students. On the other hand, the total of data percentage showed that the lowest errors made by the students was in word choice; 12.92%.
- 2) The use of dictation-composition technique to decrease students' errors in writing was successful. It could be seen from the statistical data showing the score obtained by students in the pre-test

was lower than the score obtained in the post-test. The result showed that the students' mean score of pre-test is 38.80 while for the mean score of post-test is 40.61. From the calculation of t-test result, it figures out that t-test is higher than t-table. It can be seen that t-test score = 2.12 and t-table = 1.70. It means that $2.12 > 1.70$. Thus, the researcher considered that even though the writing value of students did not reach the standard of passing grades, but the data obtained showed that the students' writing ability are better after the dictation-composition technique was applied.

Therefore, it can be concluded that the dictation-composition technique decreased students' errors in writing. Based on the result of this research, the researcher suggested to the teacher to apply dictation-composition technique and combine it with the other methods or strategies in teaching writing class. The researcher also hopes that the other researchers may use the result as the guide to conduct the other research designs.

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