

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

This chapter presents the finding and discussion of research. The data collected from the researcher who has observed on the phenomena at the ninth grade of SMPN 1 Giligenting. The researcher will show the result when a researcher observes in the classroom and when the researcher giving questions to the English teacher and students about the process of the use of peer dictation in teaching writing also the advantages and disadvantages of the use of peer dictation in teaching writing.

This chapter specifically deals with the result findings and discussion of the data that obtained from the use of peer dictation in teaching writing. It related with some theories in chapter II. The researcher describes the data obtained from several types of data collection procedure. The researcher uses three instruments to get the data those are observation, interview, and documentation. The first step is observation, in this research the researcher conduct two observation in the class in different time. The researcher observed the teacher and the students in the classroom find out how the process of using peer dictation in teaching writing. The second step is interview, the researcher interviewed the teacher and students about how the process of using peer dictation in teaching writing and the advantages and disadvantages of using peer dictation in teaching writing. The researcher interviewed the students to determine whether it was to the teacher's statement. The last step is documentation, the researcher asked for a lesson plan for supporting data. Then the researcher analyzed the result of the observation

sheet to determine whether it was to the lesson plan and the result of interview with teacher and students.

A. Finding of Research

After the researcher conducted observation, interview, and documentation, the researcher would explain the data result in detail. In this research, the data consists of two discussions. First, how is the process of the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting. Second, what are the advantages and disadvantages of the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting.

1. The process of the use peer dictation in teaching writing

The way of the researcher to get the data about the use of peer dictation in teaching writing is the researcher comes to SMPN 1 Giligenting that is located in Galis Giligenting, Sumenep for observing the phenomenon in the classroom on 19 February 2024. The researcher meets the head master of SMPN 1 Giligenting, namely Drs. Selket Gani for do observation in that school.

The name of English teacher of SMPN 1 Giligenting is Khozaina, S.Pd. In SMPN 1 Giligenting there are 5 classes, but the researcher just focuses on ninth class which is consist of 27 students. The researcher observes the process of the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting. The researcher sit on the behind the students for observes the activities in the class when the teacher teaches writing using peer dictation. The researcher chooses to sit on behind the students because it is to know the real activities when the teacher use

peer dictation in teaching writing, and also in order to convince the researcher that using peer dictation in teaching writing is indeed implemented in school and the researcher can find out the teaching and learning process, it is about how the teacher delivers the material in the classroom, while the researcher chooses to observe behind so as not to interfere with the learning process. The teacher and the students begin the teaching writing using peer dictation. The teacher prepares 2 different texts of peer dictation and then share to the students in a pair.

The researcher conducted this research on 21 February 2024 until 29 March 2024. It was conducted about four meeting. The first meeting, the researcher observes in the classroom. The teacher teaches the students about writing using peer dictation text. The second meeting is also same as the first meeting that is observation, but the teacher uses different peer dictation text. The third meeting is interview to the teacher. And the meeting is interview to the students.

a. Observation

To find the result of the process of using peer dictation in teaching writing, the researcher conducts two observations on different time in the classroom. In the first observation, on the process of using peer dictation in teaching writing the teacher uses three steps to teach in the classroom those are pre teaching, whilst teaching and post teaching about the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting.

The researcher observed to the class at the ninth grade of SMPN 1 Giligenting, it was conducted by the researcher on 21 February 2024. The researcher came to the school and observed what the students did with the teacher. It was started at 08.10-09.10 o'clock. In this case the English teacher and the students did it together at the classroom. In this study, the researcher focus observed in the classroom, because the activity did in the classroom. Based on the three steps of teaching about the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting, they are pre-teaching, whilst- teaching, and post-teaching. Each step will be explained by the researcher as follow:

1) Pre- teaching

It is the first step in teaching about the use of peer dictation in teaching writing in the classroom, the researcher will show what the English teacher do when the process of using peer dictation in teaching writing.

a) The teacher prepared all the things that will be used, such as a print out of peer dictation texts and students attendance.

b) The teacher give greeting to students such as :

Teacher : Assalamualaikum Wr. Wb.

Students : Wa'alaikumussalam Wr. Wb.

Teacher : Good morning my students!!

Students : Good morning mam!

Teacher : how are you today?

Students : I'm fine, and you?

Teacher : I'm fine too, thank you!

Students: you are welcome.

Teacher: are you ready to join my class today?

Students : Yes, i'm ready mam.

Teacher : Ok, good!

c) The teacher began the study by praying together with the students.

d) The teacher checked the attendance list.

2) Whilst teaching

It is about main point of teaching learning process in the class.

a) The teacher explained the material.

b) The teacher ordered the students to make a group in pairs.

c) The teacher distributed the peer dictation text to the students.

d) The teacher explained how to use pair dictation.

e) The students began to dictate each other.

f) The teacher asked the students to exchange their work in order to check the writing errors.

3) Post-teaching

It is the last step of teaching learning process about the use of peer dictation in teaching writing. The researcher will show what the teacher does after students correct the writing errors:

a) The teacher asks the students whether they enjoy the activities or not.

- b) The teacher delivered the short conclusion about the material in order to remind the students.
- c) The students and the teacher prayed together before close the class.
- d) The teacher closed the class by saying “Assalamu’alaikum Wr. Wb.” And the students answered by “Wa’alaikumussalam Wr.Wb.”

In the second observation which is conducted on 22 February 2024, on the process of using peer dictation in teaching writing the teacher also uses three steps to teach in the classroom those are pre teaching, whilst teaching and post teaching. Each step will be explained by the researcher as follow:

1) Pre- teaching

It is the process of teaching about the use of peer dictation in teaching writing in the classroom, the researcher will show what the English teacher do when using peer dictation in teaching writing.

- a) The teacher prepared a print out of peer dictation texts and students attendance.

- b) The teacher give greeting to students such as :

Teacher : Assalamualaikum Wr. Wb.

Students : Wa’alaikumussalam Wr. Wb.

Teacher : Good morning my students!!

Students : Good morning mam!

Teacher : how are you today?

Students : I'm fine, and you?

Teacher : I'm fine too, thank you!

Students: you are welcome.

Teacher: are you ready to join my class today?

Students : Yes, i'm ready mam.

Teacher : Ok, good!

c) The teacher began the study by praying together with the students.

d) The teacher checked the attendance list.

2) Whilst teaching

In this step will explain about the use of peer dictation in teaching writing.

a) The teacher ordered the students to make a group in pairs.

b) The teacher distributed the peer dictation text to the students.

c) The students began to dictate each other.

d) The students exchange their work to check the writing errors.

e) The teacher gave reward to the student who got the highest score.

3) Post-teaching

It is the last step of teaching about the use of peer dictation in teaching writing.

a) The teacher asks the students whether they enjoy the activities or not.

- b) The teacher gave feedback about the material that has been shared to the students.
- c) The students and the teacher prayed together before close the class.
- d) The teacher closed the class by saying “Assalamu’alaikum Wr. Wb.” And the students answered by “Wa’alaikumussalam Wr.Wb.”

b. Interview

When the teacher teaches English especially writing, the teacher is required to make students understand and can write words well. Based on this information, the teacher always orders the students to practice their writing in order to improve their writing skills. Besides that, the teacher must make the students enjoy and fun so that the students are interested to the material. According to Khozaina, S.Pd who has been used peer dictation in teaching writing in that school. The researcher asked to her about how to teach writing, and she answered in detail like her statement as follow:

“In teaching writing in the class, I hone students writing skill by order the students to write a short story, such as about their activities in home, their experiences, describing things and others. I usually use some strategies or techniques in order to make the students interest to the subject and enjoy in teaching learning process. One of the technique in teaching writing is by using peer dictation.”¹

The researcher also asked to the English teacher how the process of the use peer dictation in teaching writing. She answered clearly:

¹ Khozaina as an English teacher of SMPN 1 Giligenting direct interview by structured interview on Wednesday, 28 February 2024 at 09.00

“The process of the use of peer dictation in teaching writing is from the first, the students make a group that each group consists of two students. They do it in pair. After that, I give two different dictation texts (A and B) to each student in a group. Then, students who get text A will read first and students who get text B write what they hear until finish. After finish reading, the students who get text B read the text and the students who get text A will write what students text B say. Afterwards, I order the students to exchange their writing with their partner in order to check their writing error. The students who get the best result will get the reward from me to appreciate them.”²

In addition to conducting interview with the teacher, the researcher also conducted interview with the students at the ninth grade of SMPN1 Giligenting. This is done to find out whether the result of interview with the teacher is by students’ opinions during the learning process. The following are some students’ opinion regarding the writing learning process.

Khoirin Nisa’s opinion which answered the question about how the process of the use of peer dictation in teaching writing, that is:

“The process of the use of peer dictation in teaching writing is the teacher divides us in pairs, and then she gives us different texts that there are some blank spaces in the texts. After that the teacher orders us to read it alternately and write what our partners say in that blank space. After we finish it, the teacher orders us to check our wrongness and then the teacher gives a reward for someone who get high score.”³

Febi Nurfaiza also conveyed this:

“The process of the use of peer dictation in teaching writing is the teacher makes the students in pair. In every pair gets different texts (text A and text B), then the teacher asks the students who get text A to read and students who get text B write what their partners say. After we finish it, the teacher orders us

² Khozaina as an English teacher of SMPN 1 Giligenting direct interview by structured interview on Wednesday, 28 February 2024 at 09.00

³ Khoirin Nisa’, student of SMPN 1 Giligenting, direct interview by structured interview on Thursday, 29 February 2024 at 12.00

to check our wrongness and then t someone who get high score will get a reward from the teacher.”⁴

Gita Habibah’s opinion which answered the question about “How do you feel when you are being taught by the teacher using pair dictation?” she said *“I feel happy because in this activity I do not feel sleepy and bored. I also feel easier to understand the material.”⁵*

Moh. Aditya Eka Sahwana also expressed a similar opinion he said *“I feel excited in the class because the activity is fun and interesting”⁶*

Then the teacher also explained about the reason of using peer dictation in teaching writing, that is:

“My reason why I teach using peer dictation in teaching writing is to make the students more active and self-confident in the class. Besides that to make the classroom milieu come alive, almost the students really like entertainment such as with a game or using other strategy as like peer dictation because usually in class the students just listen to the teacher explanation and it make the students bored and sleepy, while using peer dictation in teaching writing the students can find new experience. The students will feel comforted when they find new things, because the strategy of teaching in the classroom is very important to make the students feel interested during learning process.”⁷

The researcher did interview to the English teacher in the teacher office of SMPN 1 Giligenting, when the teacher was enjoy in that place.

c. Documentation

⁴ Febi Nurfaiza, student of SMPN 1 Giligenting, direct interview by structured interview on Thursday, 29 February 2024 at 12.00

⁵ Gita Habibah, student of SMPN 1 Giligenting, direct interview by structured interview on Thursday, 29 February 2024 at 12.00

⁶ Moh. Aditya Eka Sahwana, student of SMPN 1 Giligenting, interview by structured interview on Thursday, 29 February 2024 at 12.00

⁷ Khozaina, English teacher of SMPN 1 Giligenting direct interview by structured interview on Wednesday, 28 February 2024 at 09.00

In the process of using peer dictation in teaching writing, the researcher uses three documentations in this research. The first is the researcher asks for the lesson plan to the teacher (see appendix 7). The second is the teacher use two peer dictation text (see appendix 5 and 6). The last is the researcher takes picture when interview the teacher and the students (see appendix 4) and the researcher uses interview guidelines when interview the teacher and the students (see appendix 2).

1. The Advantages and Disadvantages of the Use of Peer Dictation in Teaching Writing at the Ninth Grade of SMPN 1 Giligenting.

To find the result about the advantages and disadvantages of the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting, the researcher the interview and supported by documentation.

a. The advantages of the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting.

1) Interview

Basically, there are advantages that happen in the classroom when use peer dictation in teaching writing. Based on the interview that the researcher did with the teacher and students there are some advantages of the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting.

Sometimes, the students feel difficult to understand the explanation of the teacher because they are bored and lazy to listen to the teacher. Therefore the teacher tries to overcome the students'

problem in teaching writing by using peer dictation in order to make the students interest and enjoy the teaching learning process, so that the students will not feel bored and understand the material. Peer dictation is interesting technique. Its application focuses on personal appearance. As a teaching technique, peer dictation has several advantages. The following are some of the advantages that the teacher and students can experience:

According to Mrs. Khozaina:

*“There are some advantages of using peer dictation in teaching writing, such as the students can speed write well, because they have to be careful in managing time between listening and writing at the same time. So it can improve students’ writing skill. When I use peer dictation in teaching writing, I look the students happy and more interested to the lesson, so nobody sleepy during the teaching learning process. They also can understand the material quickly.”*⁸

Ar Rozzaq Julian Pratama also gave opinion about the advantages of the use of peer dictation in teaching writing. He said *“In my opinion, the use of peer dictation in teaching writing is interesting. It makes me interested to join the class. It is also fun and enjoyable, so it does not make me bored in the class.”*⁹

Eva Regina Putri stated *“When my teacher is using peer dictation in teaching writing, I feel interested and spirit to join*

⁸ Khozaina, English teacher of SMPN 1 Giligenting, direct interview by structured interview on Wednesday, 28 February 2024 at 09.00

⁹ Ar Razaq Julian Pratama, student of SMPN 1 Giligenting, *direct interview by structured interview* on Thursday, 29 February 2024 at 12.00

teaching learning process. It also does not make me feeling bored."¹⁰

It is as same as Maharani's opinion, she said "*I feel interested and spirit to join teaching learning process. It also does not make me feeling bored.*"¹¹

Siti Fatimah Az-Zahra tell about the advantages of peer dictation in teaching writing. She said "*I think using peer dictation in teaching writing there are some advantages, such as I can improve my writing ability by listening. Peer dictation is fun and enjoyable, it does not make me bored in joining the class.*"¹²

We know that peer dictation is usually used for listening skill, but when the teacher applies it in teaching writing, we gets some advantages. Students are happier, excited and make the students more interested to the subject.

From those interviews, the researcher has gotten enough information about this research. The researcher does this interview with the teacher when she is enjoying in the teacher's office, whereas the researcher interview the students in the classroom when the time is over.

2) Documentation

¹⁰ Eva Regina Putri, student of SMPN 1 Giligenting, *direct interview by structured interview* on Thursday, 29 February 2024 at 12.00

¹¹ Maharani, student of SMPN 1 Giligenting, *direct interview by structured interview* on Thursday, 29 February 2024 at 12.00

¹² Siti Fatimah Az-Zahra, student of SMPN 1 Giligenting, *direct interview by structured interview* on Thursday, 29 February 2024 at 12.00

The documentation that is used in this research is interview guidelines (see appendix 2) and the picture when the researcher interviews the students (see appendix 4).

b. The disadvantages of the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting.

1) Interview

The use of peer dictation not only has several advantages, it also has disadvantages. The disadvantages of the use of peer dictation in teaching writing, the students must be more focused because they will not catch up what they hear if the students do not focused.

There are some disadvantages of the use of peer dictation in teaching writing is proven with the English teacher's statement.

She said:

*“There are some disadvantages when I use peer dictation in teaching writing, such as the students sometimes do not focus, so it makes time-consuming because the students will repeat reading the text many time until they get what the words mean. It also makes the class noisy, so the students will feel difficult to hear the words because all of groups do or read in the same time.”*¹³

Moh. Aldi Andriyansyah shared about his problem. He said *“In my opinion, sometimes I am not focus because the class is so noisy.*

*I do not hear my partner's voice.”*¹⁴

¹³ Khozaina, English teacher of SMPN 1 Giligenting, *direct interview by structured interview* on Wednesday, 28 February 2024 at 09.00

¹⁴ Moh. Aldi Andriyansyah, student of SMPN 1 Giligenting, *direct interview by structured interview* on Thursday, 29 February 2024 at 12.00

Elsa Setiawati stated *“The class becomes noisy so I feel disturbed, because it makes me not hear what my partner is said. So I ask my partner to repeat the words in many times.”*¹⁵

Satriya Bima Sakti also stated *“In my opinion using peer dictation in teaching writing is fun, but I sometimes do not know how to write some words well because it is different from its pronunciation.”*¹⁶

Amrani also shared about her problem *“Sometimes I feel difficulty to write and read some words well, because I am not familiar with those words. Besides at time I do not hear clearly what my pair says because the class is so noisy by others.”*¹⁷

From those interviews, the researcher has gotten enough information about this research. The researcher does this interview with the teacher when she is enjoying in the teacher’s office, whereas the researcher interview the students in the classroom when the time is over.

2) Documentation

The documentation that is used in this research is interview guidelines (see appendix 2) and the picture when the researcher interviews the students (see appendix 4).

¹⁵ Elsa Setiawati, student of SMPN 1 Giligenting, *direct interview by structured interview* on Thursday, 29 February 2024 at 12.00

¹⁶ Satria Bima Sakti, student of SMPN 1 Giligenting, *direct interview by structured interview* on Thursday, 29 February 2024 at 12.00

¹⁷ Amrani, student of SMPN 1 Giligenting, *direct interview by structured interview* Thursday, 29 February 2024 at 12.00

B. Discussion of Research

In this section, the researcher will discuss about the process of the use of peer dictation in teaching writing and also the advantages and disadvantages of using of peer dictation in teaching writing.

After writing the data findings from observation, interview, and documentation, next the researcher will analyze the data that has been collected.

In this item, the researcher delivered the result of the data which gotten from the observation, interview, and also documentation during conducting in the ninth grade of SMPN 1 Giligenting.

1. Discussion of the Process of the Use of Peer Dictation in Teaching Writing at the Ninth Grade of SMPN 1 Giligenting.

Relating to the implementation of peer dictation in teaching writing has been explained in the theoretical study of chapter II. Which state that teaching is an activity to give new knowledge to students, give help students to learn how to do something, giving instruction, give language, and cause the students to know and understand. The teacher must make the students feel comfortable and interested in learning process. Therefore, effective teaching and learning process can occur with various techniques used. By using appropriate learning technique, the learning outcomes achieved by the students will be better remembering and easier to understanding so that the students have high scores.

Through the observation, interview, and documentation, the researcher found data findings, including; first, the teacher open the lesson by greeting the students and praying together to provide good role models

for students and then the teacher checks students attendance. Second, the teacher explains the material and then she gives the instructions about how to use peer dictation. Third, the process of applying peer dictation occurs. The teacher implements it well and the students also follow the stages instructed by the teacher. After that the teacher asks students to exchange their answer and fix them. From the assignment given by the teacher, students get good grades and who gets the highest score will get reward from the teacher. They feel happier, enjoy and interested to study in the class. The last is the teacher delivers short conclusion and give feedback about the material. Then the teacher close the lesson by praying together and say regards.

Based on the theory of using peer dictation on chapter II, the researcher concludes that the teacher improvises according to the students' writing abilities. At SMPN 1 Giligenting, the teacher improved the technique by adding several activities, such as exchanging students work to check the writing error and giving reward to the students who get the highest score. By this improvisation, the teaching learning process is more effective. Furthermore, in the process of the use of peer dictation in teaching writing has gone well.

From the research result, the researcher has obtained the expected data from using peer dictation in teaching writing. The data were obtained through direct observation in the field regarding teaching and learning activities in the classroom by conducting interview with teacher and students and also conducting documentation involved to support the

research data. As for the research result, it can be concluded that the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting has been going well and the students can also follow the stages.

2. Discussion of the Advantages and Disadvantages of Using Peer Dictation in Teaching Writing at the Ninth Grade of SMPN 1 Giligenting.

a. The Advantages of Peer Dictation

The use of peer dictation in teaching writing has advantages those are:

1) Peer dictation can improve students' writing skill.

By using peer dictation in teaching writing, it can increase the students' writing skill. It suitable with Mrs. Khozaina's opinion, she stated "*...So it can improve students' writing skill....*" Siti Fatimah Az-Zahra also stated "*...I can improve my writing ability by listening.*" It is in a line with Nawal statement on chapter II that using peer dictation can improve students' handwriting. It means that peer dictation is a good activity for the teaching learning process. For students, peer dictation can increase their skills, not only writing skills but also listening and speaking skills.

2) Peer dictation makes the students feel interested.

By using peer dictation, the students are more interested to the material. It is suitable with Eva Regina Putri's opinion, she said "*I feel interested and spirit to join teaching learning process.*" And it is also same with Ar-Rozzaq Julian Pratama's opinion he stated

“...the use of peer dictation in teaching writing is interesting. It makes me interested to join the class.” It is in a line with Wan Chai statement on chapter II that by using peer dictation, students can practice the grammatical structures and the students will feel interested. It means that peer dictation can develop students’ writing in grammar correctly and make the students feel interest in teaching learning process. By those statements, the researcher can conclude that the students are more interest to study, so they do not be lazy to join the class.

3) Peer dictation makes students enjoy and fun.

By using peer dictation, the students are fun. So it makes the students more excited in the class and they enjoy the activity during the teaching learning process until the class end. It is suitable with Siti Fatimah Azzahra’s opinion she said *“Peer dictation is fun and enjoyable, it does not make me bored in joining the class.”* It is also as same as Ar-Rozzaq Julian Pratama’s opinion he stated *“It is also fun and enjoyable, so it does not make me bored in the class.”* It is in a line with Wan Chai statement on chapter II that by using peer dictation, the students will enjoy and fun. It means that peer dictation makes students feel happy and enjoy the teaching learning process. It makes the students do not feel bored in the classroom and they feel excited, so it will make the students easier to understand the material.

b. The Disadvantages of Peer Dictation

However, the use of peer dictation in teaching writing at the ninth grade of SMPN 1 Giligenting also has some disadvantages. In using peer dictation in teaching writing has several obstacles. Those are:

1) Peer dictation makes the class noisy.

In teaching learning process by using peer dictation, the classroom will be crowded by students' voice because every group dictates in the same time. So that it makes the students are not focus to write. They feel disturbed by loud noises, so it makes the students do not hear clearly and ruins their concentration. It is suitable with Mrs. Khozaina's opinion, she said "*It also makes the class noisy, so the students will feel difficult to hear the words....*" It is as same as Moh. Aldi Andriyansyah's opinion, he said "*In my opinion, sometimes I am not focus because the class is so noisy. I do not hear my partner's voice.*" It is in a line with Wan Chai statement on chapter II that in learning process of using peer dictation, the class can be noisy because they does it in the same time. It means that using pair dictation in teaching writing makes the classroom become crowded when teaching learning process, because all of groups do in the same time. So it makes the students cannot focus because they cannot hear clearly what their friend say.

2) The students find difficulties.

Using pair dictation in teaching writing makes the students find some difficulties, such as the students feel difficult to write some

words well because between writing and pronouncing the words are different. It is suitable with Satria Bima Sakti's opinion, he said "*.....but I sometimes do not know how to write some words well because it is different from its pronunciation.*" In the other hand the students also feel difficult to read the text because sometimes there is the some words that are not familiar to them. It is as same as Amrani's opinion, she said "*Sometimes I feel difficulty to write and read some words well, because I am not familiar with those words.*" It is suitable with Patel statement on chapter II that by using peer dictation, some students may find difficulties. It means that in using peer dictation, the teacher has to pay attention to the students, because not all students are good in four language skills. So to overcome the problem, the teacher must choose peer dictation text that is suitable with the students' ability.