

DEVELOPMENT OF TUTORING SERVICES TO IMPROVE WRITING SKILLS USING THE DICTATION METHOD FOR FIFTH-GRADE ELEMENTARY SCHOOL STUDENTS IN THE CONTEXT OF ENGLISH LEARNING

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Abstrak - Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan belajar menggunakan metode dikte dalam meningkatkan keterampilan menulis siswa kelas 5 SDN 2 Payung, khususnya dalam pembelajaran Bahasa Inggris sebagai bahasa asing (EFL). Penelitian menggunakan metode kuantitatif dengan desain pretest-posttest dan observasi kuantitatif. Populasi penelitian adalah 40 siswa kelas I, dengan teknik total sampling. Instrumen meliputi tes menulis, lembar observasi aktivitas siswa, dan dokumentasi hasil tulisan. Hasil menunjukkan peningkatan signifikan pada semua indikator menulis: kejelasan huruf, ketepatan ejaan, keterpaduan kalimat, penggunaan kosakata, dan kerapian tulisan, dengan rata-rata skor meningkat dari 58,4% pada pretest menjadi 87,2% pada posttest. Observasi juga menunjukkan peningkatan keseriusan, partisipasi, antusiasme, dan keberanian menulis siswa, serta penurunan perilaku negatif. Analisis statistik dengan paired sample t-test mendukung temuan ini, menunjukkan metode dikte efektif dalam meningkatkan keterampilan menulis EFL dan motivasi belajar siswa.

Kata kunci: layanan bimbingan belajar, metode dikte, keterampilan menulis, literasi, pembelajaran Bahasa Inggris.

Abstract - This study aims to determine the effectiveness of tutoring services using the dictation method in improving the writing skills of fifth-grade students at SDN 2 Payung, specifically in the context of English as a Foreign Language (EFL) learning. The study employed a quantitative approach with a pretest-posttest design and quantitative observation. The population consisted of 40 fifth-grade students, with total sampling applied. Instruments included a writing test, student activity observation sheets, and documentation of students' written work. The results showed a significant improvement in all writing indicators: letter clarity, spelling accuracy, sentence cohesion, vocabulary usage, and overall neatness, with average scores increasing from 58.4% in the pretest to 87.2% in the posttest. Observations also indicated increased seriousness, participation, enthusiasm, and writing confidence, alongside a decrease in negative behaviors. Statistical analysis using a paired sample t-test supported these findings, demonstrating that the dictation method is effective in enhancing EFL writing skills and students' learning motivation.

Keywords: tutoring services, dictation method, writing skills, literacy, English learning

1. INTRODUCTION

Writing skills are a fundamental competence in English as a Foreign Language (EFL) learning that must be mastered from the elementary school level (Anggraini, 2020; Ping et al., 2020). Writing not only trains students to express ideas systematically but also plays an important role in developing literacy, vocabulary, and sentence structure (Sujiyati, 2023). Good writing skills enable students to organize ideas effectively, understand grammatical rules, and expand vocabulary usage, which ultimately supports overall communication skills in English (Fahmi & Rachmijati, 2021; Isgiarno et al., 2020).

At the lower grades, students' writing abilities are usually limited to copying letters, words, and simple sentences. Some students struggle to form complete sentences, spell words correctly, and write neatly (Dinata, 2017; Cremin & Locke, 2016). These difficulties are often related to students' reading abilities in English, as reading and writing are closely

History:

Received : 25 Februari 2021
Revised : 10 Maret 2021
Accepted : 23 April 2021
Published : 25 Juli 2021

Publisher: Universitas PGRI Palembang

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connected. Students who are not fluent in reading target-language vocabulary tend to struggle with writing words and sentences correctly. Conversely, good reading skills help students understand sentence structures, learn new vocabulary, and imitate correct writing patterns (Malini et al., 2022; Ko, 2013; Widyaningrum et al., 2019). Reading skills in EFL also significantly affect text comprehension and the ability to express ideas in writing. Previous research shows that students with low reading proficiency often write sentences with incorrect structures, limited vocabulary, and spelling errors (Malini et al., 2022; Kani & Yılmaztürk, 2021; Dar et al., 2010). In contrast, students who are accustomed to reading English texts from an early age tend to write more complex and coherent sentences and are better able to organize simple paragraphs (Aida, Siti, Nur, & Widiyati, 2020). Therefore, the development of students' writing skills cannot be separated from strengthening their reading abilities.

To help students overcome these difficulties, tutoring services can be an effective solution. One method proven to improve writing skills while supporting reading comprehension is the dictation method, where the teacher reads words or sentences in the target language, and students write them down (Hafiza et al., 2022; Harahap et al., 2023). The dictation method not only trains writing skills but also strengthens listening abilities, vocabulary recognition, and understanding of sentence structure. In the context of EFL, this method helps students connect the words they read with their own writing, build understanding of correct spelling, and gradually develop writing skills (Anggraini, 2020; Ping et al., 2020; Tran & Duong, 2020).

Furthermore, implementing the dictation method in tutoring services is expected to enhance students' learning motivation, discipline, and confidence in writing English (Yuan, 2023; Damayanti, 2019; Wingate, 2012). By practicing writing in a structured manner and receiving feedback from the teacher, students can observe their progress, which psychologically boosts their self-confidence and interest in learning. Based on this background, this study aims to investigate the effectiveness of tutoring services using the dictation method in improving the writing skills of five-grade students at SDN 2 Payung, with attention to the relationship between writing and reading abilities in English as a foreign language. This research is expected to contribute to the development of EFL teaching strategies at the elementary level, particularly for students who still face challenges in reading and writing English (Nejmaoui, 2019; Sholah, 2019; Merris & Sari, 2019).

2. METHOD

2.1 Type and Approach of Research

This study employed a quantitative approach with a one-group pretest-posttest design. The quantitative approach was chosen because it allows for objective measurement of writing skill improvements and statistical analysis to determine the effectiveness of the tutoring service (Creswell & Creswell, 2017; Sugiyono, 2021).

2.2 Population and Sample

The population consisted of all five-grade students at SDN 2 Payung, totaling 40 students. The sample was determined using total sampling, so all students became research subjects to obtain representative data.

2.3 Research Design

The one-group pretest-posttest design included:

- Pretest: Measuring students' initial writing skills through exercises in writing simple English sentences.
- Tutoring Service: The teacher guided students using the dictation method, reading words/sentences aloud while students wrote them down, followed by teacher feedback. Conducted over 4 weeks, 3 sessions per week, 40 minutes each.
- Posttest: Measuring writing skills after tutoring, assessed using an EFL writing rubric covering: letter clarity, spelling accuracy, sentence coherence, vocabulary usage, and handwriting neatness.

2.4 Research Instrumen

- Writing Test: Assesses students' ability to write English words and sentences.
- Observation Sheet: Measures students' seriousness, participation, enthusiasm, and courage in writing.
- Documentation: Photos and notes of students' written work as supporting data.

2.5 Data Collection Techniques

- Pretest and Posttest: Students wrote words/sentences read aloud by the teacher.
- Observation: Student activities during tutoring were recorded using observation sheets.
- Documentation: Students' work was photographed as evidence.

2.6 Data Analysis Technique

- Data were analyzed using inferential statistics:
- Normality Test: Shapiro-Wilk to determine data distribution.
- Homogeneity Test: Levene's Test to ensure equal variance.
- Mean Difference Test: Paired sample t-test to identify significant improvements between

2.7 Instrument Validity and Reliability

- Validity: The writing rubric was validated by English language experts for alignment with early writing indicators.
- Reliability: Cronbach's Alpha was used to ensure scoring consistency ($\alpha = 0.84$, high) (Sugiyono, 2021a).

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Writing Skill Improvement

Table 1. Average Pretest and Posttest Scores

Writing Indicator	Pretest (%)	Posttest (%)	Improvement (%)
Letter Clarity	62	90	45.2
Spelling Accuracy	58	88	51.7
Sentence Coherence	55	85	54.5
Vocabulary Usage	60	87	45.0
Handwriting Neatness	57	86	50.9
Overall Average	58.4	87.2	49.3

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Description: Results show a nearly 50% increase from pretest to posttest, indicating that the dictation method is effective in improving first-grade students' English writing skills.

3.1.2 Normality and Homogeneity Tests

Table 2. Shapiro-Wilk Normality Test

Data	N	W	Sig.
Pretest	40	0.964	0.200
Posttest	40	0.957	0.150

Description: Sig > 0.05, indicating that pretest and posttest data are normally distributed.

Table 3. Homogeneity Test (Levene's Test)

Data	F	Sig.
Pretest vs Posttest	1.123	0.296

Description: t-count = 22.95 > t-table = 2.02 (df = 39), $p < 0.05$, indicating a significant improvement in students' writing skills after tutoring.

3.1.3 Observation of Student Activities

Table 5. Student Activity and Motivation

Activity Aspect	Pretest (%)	Posttest (%)
Seriousness	66	93
Participation	60	90
Enthusiasm	50	87
Writing Courage	40	80
Negative Behavior	30	10

Description: All indicators of motivation and positive behavior increased, supporting the writing test results.

3.2 Discussion

3.2.1 Improvement in Writing Skills

The study shows a significant improvement of nearly 50% across all writing indicators. The dictation method allows students to hear, understand, and write sentences gradually, enhancing letter clarity, spelling, vocabulary, sentence coherence, and handwriting neatness.

3.2.2 Effectiveness for EFL:

In the context of English learning, this method effectively helps students understand word usage and simple sentence structures. English teachers can use this method as an initial tutoring strategy to build a strong writing foundation.

3.2.3 Motivation and Learning Attitude:

Observations showed increased seriousness, participation, enthusiasm, and writing courage. Negative behaviors decreased significantly, indicating that the dictation method also positively affects students' psychological and motivational aspects.

3.2.4 Literacy Support

The dictation method supports the "Kurikulum Merdeka" emphasis on literacy through writing. Students learn to construct sentences, expand vocabulary, and express ideas, while also improving listening and comprehension skills in the target language.

4 CONCLUSION

Based on the results of this study, it can be concluded that the tutoring service using the dictation method is proven effective in improving the English writing skills of first-grade students at SDN 2 Payung. This is demonstrated by the significant increase in the average pretest score from 58.4% to 87.2% in the posttest, indicating that the implementation of the dictation method can foster tangible development in students' writing abilities. The dictation method provides a systematic learning framework, where the EFL teacher guides students to write words and sentences gradually, enabling them to improve letter clarity, spelling accuracy, vocabulary choice, sentence coherence, and overall handwriting neatness. This improvement is not only technical but also cognitive, as students are trained to listen, comprehend, and accurately reproduce the target language, thereby strengthening their understanding of English structure and building a solid literacy foundation from an early stage.

In addition to enhancing writing skills, this study shows a positive impact on students' motivation and psychological aspects. Indicators such as seriousness, participation, enthusiasm, and writing confidence increased significantly, while negative behaviors such as disinterest and distraction during the learning process decreased. This demonstrates that the dictation method is not only academically effective but also capable of increasing students' emotional and social engagement in English learning. Motivation improvement is particularly important in the EFL context, as good writing skills strongly depend on students' interest, confidence, and consistency in practicing writing.

The findings provide clear practical implications for elementary English teachers. Teachers can apply the dictation method in tutoring services as an effective strategy to build initial writing skills, enhance literacy, and facilitate mastery of English vocabulary and sentence structures. Additionally, this method helps teachers instill learning discipline, encourages students to actively interact with the target language, and boosts their confidence in expressing ideas in writing. With consistent implementation, the dictation method can become a primary approach in EFL learning at the elementary level, focusing not only on academic outcomes but also on the development of students' character and learning motivation.

Overall, this study confirms that dictation-based tutoring services constitute a comprehensive and effective strategy to support the development of English writing skills and literacy for early-grade students. This approach integrates technical writing skills, language comprehension, and learning motivation, making it a valuable learning model for EFL teachers to apply sustainably. It supports holistic language development and prepares students to face future challenges in learning foreign languages at higher educational levels.

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