THE BENEFIT OF USING DICTATION METHOD IN ZOOM MEETING TO IMPROVE STUDENTS' WRITING SKILL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kelebihan penggunaan metode dikte pada aplikasi Zoom Meeting untuk meningkatkan keterampilan menulis siswa. Jenis penelitian ini adalah penelitian survei dengan menggunakan desain penelitian survey descriptive design. Populasi dalam penetian ini mencakup seluruh Mahasiswa semester empat Pendidikan Bahasa Inggris Universitas Muslim Indonesia. Sampel dari penelitian ini di ambil menggunakan teknik Total Sampling yaitu semua populasi digunakan sebagai sampel sebanyak 37 Mahasiswa. Dalam pengumpulan data instrumen yang digunakan adalah angket tertutup. Hasil angket menunjukkan bahwa tidak ada kendala yang dirasakan pada Mahasiswa dengan metode ini, terlihat dari pernyataan no. 3 "Aplikasi Zoom Meeting relevan digunakan untuk meningkatkan keterampilan menulis Mahasiswa dalam metode dikte" dan data menunjukkan 35,1% Mahasiswa memilih setuju, 27% Mahasiswa memilih ragu - ragu, 16,2% Mahasiswa memilih tidak setuju dan 16,2% Mahasiswa memilih sangat tidak setuju. Dari angket yang di hasilkan, beberapa Mahasiswa tidak cenderung bermasalah dengan menggunakan metode dikte pada aplikasi Zoom Meeting sebagai media untuk meningkatkan keterampilan menulis.

Kata kunci: Metode Dikte, Zoom Meeting, Keterampilan Menulis.

Abstrak

The aim of this study was to find out the advantage of using dictating methods on the Zoom Meeting app to improve students' writing skills. This type of research is survey research approach using descriptive design. The population in this survey includes all fourth semester students of English Language Education at Muslim University Indonesia. Samples from this study were taken using the Total Sampling technique, which means that all populations were used as a sample of 37 Students. In data collection, the instrument used is a closed anglet. The results of the research showed that there were no constraints perceived in Students with this method, seen from the statement no. 3 "Relevant Zoom Meeting app is used to improve student writing skills in dictating methods" and data showed 35.1% Students chose to agree, 27% Students opted to doubt – doubt, 16.2% Students voted to disagree and 16.2% Student voted

strongly disagreed. From the output, some Students are unlikely to have trouble using dictating methods on the Zoom Meeting app as a medium to improve writing skills.

Keywords: dictation method, zoom meeting, writing skills

INTRODUCTION

Listening, speaking, reading, and writing are the four competencies of English. They should all be mastered. They must be able to communicate their thoughts, develop their ideas, and pique the readers' attention in their writing. According to Sulaiman, R., Muhajir. (2019) writing is a verbal transaction in which you separate yourself from what you are currently thinking, feeling, and perceiving. Writing is one of the linguistic abilities that people use to transmit their thoughts, sentiments, opinions, and emotions to the reader. Students are expected to compose grammatically correct written products, articulate their thoughts, and reach written conclusions during the writing process. Although, writing is very important for us, it is very difficult subject especially for the students' of Fourth semester of English education study program at Universitas Muslim Indonesia. According to Yunus, M., Abdollah., Hudriati, A., (2020), writing skills are complex and sometime difficult to teach, requiring, mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. Because of the difficulty of learning writing some efforts have been done to solve the problem. Easy learning can be used to see the activation of students in the fourth semester of the English education study program at Universitas Muslim Indonesia. Dictation can be used to help students improve their writing skills. Dictation is also a good activity for young learners. Dictation can provide students with a variety of writing experiences. According to Syarifuddin, S., Hasyim, I. (2017) dictation can train the students' to be able to distinguish error in grammar, spelling and punctuation that happen in their writing.

According to Hasyim, I., Syarifuddin, S. (2021) since the Corona virus spread. To prevent the spread of Covid-19, all learning activities must be carried out at home or through online learning. Online learning is widely used at Universitas Muslim Indonesia, and it began on March 16, 2020. This virus afflicted millions of people worldwide, not just in educational terms. Through technology innovation, online teaching and learning provides new solutions in the sphere of education. According to Syam, M., Yunus, M. (2021) online learning is the process of learning using virtual applications. Stem defined online learning as education that takes place through the internet. It is frequently referred to as e-learning, among other things. Connecting to a computer network and using the internet network is what online learning entails. Teachers and students are undoubtedly familiar with various learning media, such as audio-visual media and information technology, to aid in the progression of the teaching and learning process. Many different media are utilized to facilitate online learning, including Google Classroom, emodo, Schoology, Zoom, and many others. The teaching and learning process in this study was mainly focused on using the Zoom application as a media. According to Sulaiman, R. (2018) zoom Meeting application is a media that easier to use and can display videos and materials through the share screen feature. The Zoom meeting makes it easier to absorb the topic since it uses all of your senses to display visual visuals and audio lectures from live teachers. The material exposure is more detailed and clear because it is broadcast live; it is more interactive when discussing and also asking and answering questions because they can do so face-to-face as in the conditions prior to the pandemic; and it facilitates proof of attendance for each student.

Based on statement above, this research was conducted at Universitas Muslim Indonesia utilizing the dictation method via the Zoom meeting application to improve students' Fourth Semester English Education Study Program. This study employs the Zoom meeting as an intriguing method of learning. The used of Zoom as Media can also motivate students and help them enhance their writing skills. The researcher choose Universitas Muslim Indonesia because, in addition to supporting the environment in the college, teachers and students' can be thoroughly examined; additionally, the researcher wishes to conduct research on the benefits of the dictation method in the Zoom application to improve students' writing skills'. and feel that the use of the dictation method in this school runs smoothly both in offline and online situations, as well as with the application of the zoom application in this college when online learning in progress smoothly by teachers and students, so that these two methods are very synchronized to be combined and made the subject of research by researchers, the dictation method and the zoom application can also facilitate the teaching and learning process in schools for teachers and students'.

METHOD

The type of the research is survey research approach and the research design is survey descriptive. According to Sugiyono (2017), survey research methods are used to obtain data from certain natural (not artificial) places, but researcher carry out treatments in data collection, for example by distributing questionnaires, tests, interview. The researcher used survey research method using descriptive survey design. The place of this research at Universitas Muslim Indonesia of Fourth Semester of English Education Study Program. The population of this research includes all students of Fourth Semester of English Education Study Program at Universitas Muslim Indonesia which consist of 2 classes. The population of this research there were 37 students. Total sampling was employed to create the research sample, since this study's sample size is smaller than 100.

According to Sugiyono (2017), based on a way or a data-gathering technique, the data-gathering technique can be done in an interview, questionnaire, observation, and composite of all three. The data-collection technique use in this research is a questionnaire. Since respondents only check the one presumptive correct response, the questionnaires used for this research is a type of closed-ended questions. The research gives students 45 minutes to choose one alternative response to any ready-made questions about the benefits of using the dictation method in the Zoom meeting application as a media to develop students' writing skills. Each questionnaire has 10 questions.

FINDING AND DISCUSSION

The study's findings are discussed in this chapter. The chapter was separated into two sections: study findings and research discussion. The findings provided the results of data analysis obtained via a questionnaire about of the benefits of the students dictation method which focuses on writing skills and their application Zoom Meeting as a learning media at Universitas Musim Indonesia. The debate focuses on how to interpret the research findings.

Table 1. Result of the Zoom Meeting application can provide ease in online learning activities

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0,00%
2.	Disagree	2	5,4%
3.	Uncertain	2	5,4%
4.	Agree	17	45,9%
5.	Strongly Agree	16	43,2%
Frequency		**37**	**100,00%**

Table 1 shows that 45,9% of students' choose to agree. This means that the use Zoom Meeting application can provide ease in online learning activities.

Table 2. Result of the Zoom Meeting application is effectively used in learning

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0,00%
2.	Disagree	4	10,8%
3.	Uncertain	12	32,4%
4.	Agree	15	40,5%
5.	Strongly Agree	6	16,2%
Frequency		**37**	**100,00%**

Table 2 shows that 40,5% of students' choose to agree. This means that the use Zoom Meeting application is effectively used in learning.

Table 3. The relevant Zoom Meeting application is used to improve students' writing skills in the dictation method.

No.	Category	Frequency	Percentage
1.	Strongly Disagree	6	16,2%
2.	Disagree	6	16,2%
3.	Uncertain	10	27%
4.	Agree	13	35,1%
5.	Strongly Agree	2	5,4%
Frequency		**37**	**100,00%**

Table 3 shows that 35,1% of students' choose to agree. This means that the relevant Zoom Meeting application can improve students' writing skills in the dictation method.

Table 4. The statement one "Writing in dictation method helps students learn how to speak proper English in the Zoom Meeting."

No.	Category	Frequency	Percentage
1.	Strongly Disagree	2	5,4%
2.	Disagree	8	21,6%
3.	Uncertain	14	37,8%
4.	Agree	8	21,6%
5.	Strongly Agree	5	13,5%
Frequency		**37**	**100,00%**

Table 4 shows that 37,8% of students' choose uncertain. This means that Writing in dictation method can't help students learn how to speak proper English in the Zoom Meeting.

Table 5. Result of statement one "students have an interest in learning by using the dictation method."

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0,00%
2.	Disagree	8	21,6%
3.	Uncertain	11	29,7%
4.	Agree	16	43,2%
5.	Strongly Agree	2	5,4%
	Frequency	37	100,00%

Table 5 shows that 43,2% of students' choose agree. This means that students have an interest in learning by using the dictation method.

Table 6. The statement of students like the dictation method used in the zoom meeting application to improve writing skills.

No.	Category	Frequency	Percentage
1.	Strongly Disagree	2	5,4%
2.	Disagree	6	16,2%
3.	Uncertain	12	32,4%
4.	Agree	16	43,2%
5.	Strongly Agree	1	2,7%
	Frequency	**37**	**100,00%**

Table 6 shows that 43,2% of students' choose agree. This means that students like the dictation method used in the zoom meeting application to improve writing skills

Table 7. Result of statement one dictation method make learning to write easier in lessons.

No.	Category	Frequency	Percentage
1.	Strongly Disagree	1	2,7%
2.	Disagree	4	10,8%
3.	Uncertain	14	37,8%
4.	Agree	14	37,8%
5.	Strongly Agree	4	10,8%
	Frequency	**37**	**100,00%**

Table 7 shows that 37,8% of students' choose agree. This means that Dictation method make learning to write easier in lessons.

Table 8. Result of statement one when using the dictation method, writing lessons makes the atmosphere more enjoyable.

No.	Category	Frequency	Percentage
1.	Strongly Disagree	1	2,7%
2.	Disagree	5	13,5%
3.	Uncertain	9	24,3%

No.	Category	Frequency	Percentage
4.	Agree	19	51,4%
5.	Strongly agree	3	8,1%
	Frequency	**37**	**100,00%**

Table 8 shows that 51,4% of students' choose uncertain. This means that when using the dictation method, writing lessons makes the atmosphere more enjoyable.

Table 9. Result of statement one "lecturers apply the dictation method well in teaching and learning process."

No.	Category	Frequency	Percentage
1.	Strongly Disagree	2	5,4%
2.	Disagree	3	8,1%
3.	Uncertain	14	37,8%
4.	Agree	15	40,5%
5.	Strongly Agree	3	8,1%
	Frequency	**37**	**100,00%**

Table 9 shows that 40,5% of students' choose agree. This means that lecturers apply the dictation method well in teaching and learning process.

Table 10. Result of statement one "lecturers always used the dictation method to improve writing skills."

No.	Category	Frequency	Percentage
1.	Strongly Disagree	1	2,7%
2.	Disagree	6	16,2%
3.	Uncertain	17	45,9%
4.	Agree	9	24,3%
5.	Strongly Agree	4	10,8%
	Frequency	**37**	**100,00%**

Table 10 shows that 45,9% of students' choose uncertain. This means that lecturers not often used the dictation method to improve writing skills.

The Student's Advantages Studying Writing Skill Using Dictation Method in Zoom Meeting Application

A practical and adaptable activity is dictation. It can use it to introduce a new structure, show a text's introductory paragraph, review a particular vocabulary word or phrase, provide a summary of a reading or listening exercise, and give writing practice. According to Muhajir., Sulaiman, R., Ismail, U. (2018) that it practices vocabulary, syntax, grammar and when the writer review his and her work and reading. Some researcher proved that dictation. Activities have a big impact on writing ability. It was confirmed by Sulastri., Ratnawati. (2018), which demonstrated how employing dictation encourages students to enhance their writing skills.

As a result, the study discovered, using a questionnaire sent via a Google form, to find out the advantages of the Zoom Meeting application to improving writing skills using the dictation method. Based on the questionnaire distributed based on statement no. 3 was chosen by 13 respondents (35.1%) choose agree, meaning that the zoom meeting application is relevant to use to improve writing skills. However, 6 respondents (16.2%) choose to strongly disagree. The

researcher found that many of the respondents were interested in using the zoom meeting application to improve their writing skills using the dictation method. The data shows that respondents agree to use the Zoom Meeting application to improve their writing skills using the dictation method. This technique improve students' interest because the dictation method makes the atmosphere more enjoyable, this shows that the response of most students is positive for the Zoom Meeting application in improving writing skills using the dictation method in the teaching process.

CONCLUSION

Based on the result of this research, it was found that the students of Fourth Semester of English Education Study Program at Universitas Muslim Indonesia interested and made the atmosphere more enjoyable using the dictation method in using the Zoom Meeting application. It can be seen from the results of the questionnaire showing that the responses of most students' were positive for using the dictation method in improving writing skills in the Zoom Meeting application.

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