
A STUDY ON THE EFL STUDENTS' ABILITY OF WRITING SKILL THROUGH DICTATION INTEGRATED PUNCTUATION MARKS BY THE GRADE TWELVE STUDENTS

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ABSTRACT

The study was conducted to know the ability of Grade twelve Students to write through dictation integrated with punctuation marks. The samples of the study were 27 students by the grade twelve students at Escola Hospitalidade e Turismo Becora Dili in the school year 2018. The test was one set of writing skill through dictation integrated punctuation mark which was administered the students. This study used the qualitative or normative method. The result of the test was indicated that The Grade twelve Students at Escola Hospitalidade e Turismo Becora-Dili in the school year 2018 were able to write through dictation integrated punctuation mark got total scores 184. The Level of Ability in writing skill through dictation integrated punctuation mark by the Grade twelve Students at Escola Hospitalidade e Turismo Becora-Dili in the school year 2018 got total 184 scores and the level of ability is **6.8**. It can be concluded that the Grade twelve Students at Escola Hospitalidade e Turismo Becora-Dili in the school year 2018 must be taught writing skill through various types of method and strategy that could not make boring the students but make them a fun and enjoyable activities. The teachers should give more exercises and attention to the writing skill through dictation integrated punctuation marks. The homework of writing must be assigned to students every day and it must be checked every meeting in the class.

Keywords: ability, writing skill, dictation through and punctuation marks

INTRODUCTIONS

In this writing, the writer would explore more about the use of the punctuation marks in the English language. Without punctuation marks in a written text, readers will find it difficult to get the idea of a writer is trying to convey. These punctuations marks are a very crucial part in writing text because it gives and separates the meanings in a sentence. Almost all the level of the EFL learners sometimes tend to ignore the punctuation marks in their English writing skill. This is why, in this writing, the writer

is trying to emphasize that the punctuation marks are very important, especially for students and readers who want to read in English books or texts.

Other words, punctuation marks are the signs that used to signify and clarify the meanings in a writing system. There are fourteen (14) symbols of punctuation marks are explored one by one in the rules of English language writing system to give meaning in a sentence or an idea throughout the following writing symbols; colon (:), semi-colon (;), full stop (.), parenthesis ((,)), apostrophe (‘), comas (,), interrogative (?), exclamation(!), brackets ([]), braces ({ }), hyphen (-), dash (--), ellipses (...) and quotation mark (“”). These various types of punctuation marks have a different tone expressed in speaking and writing system. In writing system punctuation marks are most required, because each of their functions is to give meaning to a sentence and according to the rules required.

The beneficial of English text reading with the punctuation marks to learn a new culture and it helps us to understand the meaning of contains in a book. On the other hand, teaching and learning English as a foreign language in writing skill, most of the time, the students are not familiar with the punctuation mark in English text to be understood or to get the ideas of the writer.

Regarding the explanation above, here the researcher studied dictation integrated punctuation marks to the EFL students’ ability in writing skill. As explained by Ron Kurtus (2008) “*Writing is the key to communicating knowledge and expressing ideas. It is a primary medium for creation and the storage of thought*”. It means that writing is also a way that used by human beings to communicate to others as well that is very important in every aspect of life.

Furthermore, a good writer must have enough comprehension about the mechanic of writing itself with the clear punctuation marks and leading a writer during the process of various writing in order to give meaning to the content of the writing. The writing skill was implemented by using Dictation integrated with punctuation marks to the grade twelve students of Escola Hospitalidade Turismo Becora in the school in 2018. It is rarely to implement at school that is why the students are not familiar and various types of errors of the mechanic of writing were committed by the students.

The dictation integrated with the punctuation is done simultaneously when the writer gets the idea to express out through the writing form. As Sances (2010) dictation is useful to reinforce punctuation and grammar by studying a selected sentence or passage from a living book rather than just a list of words. However, it is very clear that the dictation method belongs one among many teaching methods that enabling to teach punctuation to the students. Based on the direct and indirect observation by the researcher at the local school refers, most of the students are difficult in locating the punctuation marks with the expressing. As an example that when the instructor has to mingle with the students to express that; “*hello! Come on! students*”, almost the students spontaneously write “*hello students*”. It indicated the students are a lack in using appropriate punctuation mark. There is one of the language cultures to use the correct way of expressing “*commas*” when beginning salutation that is “use a comma after a greeting” for instance “Good morning, everyone”.

Based on the background of study already mentioned above, the study describes whether the dictation method effective to teach punctuation to improve the writing skill and know the students’ score difference between before and after the teaching punctuation to improve the writing skills by using dictation method.

THEORETICAL FRAMEWORK

Brown (2001: 336) stated that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. Besides of that, Elbow (1973) and Brown (2001:336) mentioned the two steps of writing process such as; the first process are figuring out the meaning and, the second process is putting the meaning into the language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

On the other hand, Royster J.J: 1996(45-46), enumerated the four steps of writing; *prewriting, drafting, revising, editing, and presenting*. Prewriting is the writer beginning of gathering information or data by observing some of the activities related to

the topic, that the writer wants to convey. Then the writer will explore and develops this topic later on. Drafting. In this stage the writer is going to develop his or her ideas by linking the ideas both, sentences and paragraphs, even shifting some ideas about. This is the phase of making the ideas be obvious. Revising is the next step in writing that a writer needs to make it nice for readers. The writer needs to check everything here, included linkages between the sentences and the paragraph are linking well. Lastly, Editing is very important because this step is to correcting everything, such as grammar errors, punctuations, and other mistakes. And the last one is presenting. This phase is the phase that the written text needs to submit or to present.

In addition, Harmer (2004) also explains that writing encourages students to focus on accurate language use. It is because students consider the language used when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Both experts' ideas above indicated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

According to McGraw – Hill (p.16), states that “Narrative writing tells a story. (Narrative is really just another word for story.) The story might be fictional, as in a novel or a short story. Or it can be a real-life story, the sort you find in a biography or autobiography, or in a narrative essay. If you are writing a fable or a science-fiction story or a murder mystery; or writing a report describing how John F. Kennedy became president or how your grandmother came to America from Italy; or writing an essay about the time you locked yourself out of your house and tried to come down the chimney like Santa Claus – then you're doing narrative writing.”

McGraw – Hill (p.16), states in Writing and Language Handbook (p. 17) that, “Descriptive writing paints a picture with words. Whether you're describing a person, place, or event, try to include a lot of sensory details – details that appeal to the five

senses. Sensory details help your readers to see, hear, touch, taste and smell what you're describing, almost as if the scene was right there in front of them. Figurative language, such as similes and metaphors, also helps to create a vivid image in your reader's mind. If you're writing a character sketch of the most interesting person you know; if you're writing a poem about the beautiful foggy beach you walked on last winter; if you're writing an essay detailing the sights and sounds of the World Series game you attended – then you're doing descriptive writing.”

As explains by McGraw – Hill first paragraph (p.18), *“Expository writing is any writing that explains or informs. When doing expository writing, keep your focus specific and organize information in a logical order. That way, the reader will have no trouble following your explanation. Also, try to keep your language clear and precise, and be sure to include all the facts you'll need to make your points.”*

Persuasive writing is a kind of writing that a writer using based on facts to influence public opinions. The writer is been knowing exactly what is the main issue that the writer wants to tell to the audience and it is based on facts. McGraw – Hill (1997 p.19) that *“Persuasive writing presents the writer's point of view and tries to influence readers to agree with it. When doing persuasive writing, include facts that support your point of view; also, make sure your language is clear and your arguments proceeds logically. Before you start writing, spend time thinking about your audience – what kinds of facts and arguments would best convince them to agree with your point of view? If you're writing an editorial for your school newspaper about why eliminating the school band is a bad idea; if you're writing a review of the latest best-seller or big-budget action movie; if you're writing a letter to the editor supporting your town's new recycling plan -then you're doing persuasive writing.”*

METHOD

This study has done to know about the students' ability in using integrated punctuation marks. The writer conducted the research by case study. The word “study case” means that there was a case, and how to solve the casa? “Case study” has two words which are “case” and “study.” Case means *“an instance of something occurring.”* And the word study means *“the devotion of time and attention to acquire*

information or knowledge especially from books.” It is the case study applied at the Escola de Hospitalidade e Turismo, Becora-Dili and the study was conducted to the Grade Twelve of Escola de Hospitalidade e Turismo academic year 2018. The instrument that used to collect the data was the test. The test was elaborated one test of writing skill with dictation integrated punctuation marks which were administered to the Grade Twelve of Escola de Hospitalidade e Turismo Becora-Dili in the school year 2018.

This study was conducted at Grade Twelve Students of The Escola de Hospitalidade E Turismo Becora-Dili In The School Academic Year 2018 which is located in Dili-Becora. The researcher chooses a group of students of the Grade twelve based on the direct and indirect observation about writing skill through dictation integrated punctuation marks. In this section, the researcher used the test and distributed the answer sheet of writing skill with dictation integrated punctuation marks to the Grade Twelve of The Escola Hospitalidade Turismo Becora-Dili In The School Academic Year 2018. Then, the students’ answer sheets were collected to check the correct and incorrect answer in order to mark the scores on each of the answer sheet.

FINDINGS AND DISCUSSIONS

The data are taken from the result of the test done by the Grade Twelve of Escola de Hospitalidade e Turismo, Becora-Dili in the academic year 2018. There were 27 students who took the test and only that class. The test was in the form of dictation integrated punctuation marks. The total numbers of item test were one set of writing skill of the dictation integrated with punctuation.

The analysis the result of conducting research to the Grade Twelve of Escola de Hospitalidade e Turismo Becora in the School Year 2018 was spent one hour as the following results in the table.

Table 4.1.1: The students’ score Writing skill through Dictation Integrated Punctuation Marks.

| No | Students | Scores | | | | |
|-----|----------|---------|-------|--------|-------------------|--------|
| | | Grammar | Forms | Vocab. | Punctuation Marks | Scores |
| (1) | 2) | (3) | (4) | (5) | (6) | (7) |

| No | Students | Scores | | | | |
|----|----------------|---------|-------|--------|-------------------|------------|
| | | Grammar | Forms | Vocab. | Punctuation Marks | Scores |
| 1 | FBM | 8 | 10 | 9 | 9 | 9 |
| 2 | TDS | 5 | 7 | 6 | 6 | 6 |
| 3 | ASS | 8 | 9 | 10 | 9 | 9 |
| 4 | IRG | 7 | 5 | 7 | 5 | 6 |
| 5 | ACS | 6 | 9 | 6 | 7 | 7 |
| 6 | OC | 7 | 9 | 7 | 9 | 8 |
| 7 | LSM | 7 | 5 | 6 | 6 | 6 |
| 8 | MF | 5 | 7 | 5 | 7 | 6 |
| 9 | NRG | 5 | 6 | 7 | 6 | 6 |
| 10 | ES | 6 | 6 | 6 | 6 | 6 |
| 11 | LFM | 6 | 9 | 6 | 7 | 7 |
| 12 | LSM | 5 | 6 | 7 | 6 | 6 |
| 13 | HTB | 6 | 6 | 6 | 6 | 6 |
| 14 | VDJ | 7 | 5 | 6 | 6 | 6 |
| 15 | CED | 5 | 7 | 5 | 7 | 6 |
| 16 | PDCP | 7 | 5 | 7 | 5 | 6 |
| 17 | ABDC L | 5 | 7 | 5 | 7 | 6 |
| 18 | JDS | 5 | 6 | 7 | 6 | 6 |
| 19 | MM | 6 | 6 | 6 | 6 | 6 |
| 20 | CC | 7 | 5 | 7 | 5 | 6 |
| 21 | JFDJ | 6 | 6 | 6 | 6 | 6 |
| 22 | ABA | 7 | 9 | 7 | 9 | 8 |
| 23 | OCF | 9 | 9 | 9 | 9 | 9 |
| 24 | DDRP | 8 | 10 | 9 | 9 | 9 |
| 25 | EDR | 7 | 9 | 7 | 9 | 8 |
| 26 | PSDC | 7 | 9 | 7 | 9 | 8 |
| 27 | HDJB | 7 | 5 | 7 | 5 | 6 |
| | Total | | | | | 184 |
| | Average | | | | | 6.8 |

This means that based on the standard of measurement that is being used in the Escola de Hospitalidade e Turismo, Becora-Dili, the ability of Grade Twelve students of Writing through Dictation Integrated Punctuation Marks is **6.8** which is classified at an **average level**.

Table 4.1.2: the Distribution of students' level of Ability

| Nu | Standard of | Frequency | Level of Ability | Percentage |
|----|-------------|-----------|------------------|------------|
|----|-------------|-----------|------------------|------------|

| | Measurement | | | (%) |
|----------|-------------|-----------|----------------|-----------|
| 1 | 10 | - | Excellent | |
| 2 | 9 | 4 | Very Good | 14.8 |
| 3 | 8 | 4 | Good | 14.8 |
| 4 | 7 | 2 | Fairly Good | 7.4 |
| 5 | 6 | 17 | Average | 63 |
| 6 | 5 | - | Below Average | |
| 7 | 4 | - | Poor | |
| 8 | 3 | - | Very poor | |
| 9 | 2 | - | Bad | |
| 10 | 1 | - | Very bad | 100 |

The table describes the each of the students' scores that there were 4 students or 14.8% got scores 9 and their level of ability of writing skill in dictation integrated punctuation marks is classified at Very Good Level and another 4 students or 14.8% got scores 8 and their level of ability of writing skill in dictation integrated punctuation marks is classified at Good Level. The 2 students or 7.4% got score 7 and their level of ability to write skill in dictation integrated punctuation marks is classified at Fairly-Average. So, the 17 students or 63% got score 6 and their level of ability to write skill in dictation integrated punctuation marks is classified at Average. Lastly, none of the students was excellent or Below Level.

Table 1 presents the total score of writing skill through Dictation Integrated Punctuation Marks by the grade twelve of the Escola de Hospitalidade e Turismo, Becora-Dili is 184. So, based on the calculation of this average level of ability is 6.8 which Classified Average. Table 2 presents the distribution of grade twelve students of Escola de Hospitalidade e Turismo, Becora-Dili in the school year 2018 could be seen that there were 4 students or 14.8% got scores 9 and their level of ability to write skill in dictation integrated punctuation marks are classified as Very Good Level. And another 4 students or 14.8% got scores 8 and their level of ability to write skill in dictation integrated punctuation marks is classified at Good Level. The 2 students or 7.4% got score 7 and their level of ability to write skill in dictation integrated punctuation marks is classified at Fairly-Average. So, the 17 students or 63% got score 6 and their level of ability to write skill in dictation integrated punctuation marks is classified at Average. Lastly, none of the students was excellent and Lower Level.

CONCLUSIONS

The Grade twelve of the Students at Escola Hospitalidade e Turismo Becora-Dili in the school year 2018 was able to write English through dictation integrated punctuation marks. The level of ability in using writing skill through dictation integrated punctuation marks by the Grade twelve Students at Escola Hospitalidade e Turismo Becora-Dili in the school year 2018 got total scores 184 their average level of ability is **6.8** which is considered an average level. So, based on the table distribution, there were 4 students got scores 9 with the level of ability is classified as Very Good Level and another 4 students got scores 8 with the level of ability is classified at Good Level. The 2 students got score 7 with the level of ability is classified at Fairly-Average. Lastly, the 17 students got score 6 with the level of ability is classified at Average and none of them was excellent and Lower Level.

Based on the findings, the suggestions for English teacher are (1) must teach English writing through dictation integrated punctuation marks with various types of method and strategy that could not make boring the students but make them a fun and enjoyable activities. English Teachers must not be absent in the class while he/she has subject class, (2) can use any media that support the teaching-learning process in order to make it more interesting and interactive among the students in the class can be effective, (3) should be able to create a good atmosphere or situation and motivation during teaching process in the classroom in order to get students attention, (4) should give more exercises and attention to the writing skill through dictation integrated punctuation marks.

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