

## **Improving Students Writing Skills Through Picture-Based Dictation Method: A Creative Approach**

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### **ABSTRACT**

This study aims to examine the improvement of students' writing skills through the picture-based dictation method and to explore students' responses to this method. The main issue addressed is students' difficulties in composing descriptive texts. This study employs a quantitative approach with an experimental design applied to eighth-grade students, A class. The results indicate a significant improvement in students' writing skills, with an average score increase of 18.78 (from 69.22 to 88.00). Based on the Paired Sample T-test, the calculated t-value (6.302) is greater than the critical t-value (2.056), indicating that this method significantly improves students' writing in terms of content, grammar, vocabulary, and organization. Students' responses to this method were highly positive, with an acceptance rate of 96.34%. The integration of audio and visual elements proved to facilitate students in generating ideas and boost their confidence in writing English. It can be concluded that the picture-based dictation method is an effective creative approach to improving students' learning outcomes and motivation.

**Keywords:** Writing Skills, Picture-Based Dictation, Descriptive Text, Quantitative.

### **INTRODUCTION**

English is recognized as one of the most important international languages used in communication, education, and professional development. Among the four essential language skills listening, speaking, reading, and writing. Writing is often considered the most challenging because it requires mastery of grammar, vocabulary, organization, and coherence. Writing skills not only serve as a medium

of communication but also reflect learners' capacity to express ideas logically and creatively. Despite its importance, many students experience difficulties in writing, such as limited vocabulary, inability to generate ideas, inadequate grammar, and challenges in organizing sentences and paragraphs coherently. These issues hinder their ability to convey messages effectively and reduce their confidence in expressing thoughts in written English.

One approach to address these challenges is the use of visual media in writing instruction. Pictures can provide contextual cues, stimulate imagination, enrich vocabulary, and foster awareness of grammatical structures. By connecting images with words, students are encouraged to organize their thoughts systematically, which promotes creativity and meaningful engagement in the writing process. The Picture-Based Dictation Method combines visual and auditory learning in writing activities. Pictures serve as stimuli to generate ideas and imagination, while dictation exercises allow students to practice listening carefully and transferring oral input into written form. This integration encourages active engagement, improves concentration, and enhances overall writing performance.

Previous studies indicate that the use of pictures in language learning can significantly improve students' creativity and vocabulary, while dictation enhances accuracy, spelling, and grammatical awareness. By merging these techniques, the Picture-Based Dictation Method offers a multimodal, engaging, and interactive classroom experience that fosters both linguistic competence and learner confidence. This method also aligns with constructivist approaches to learning, which emphasize active engagement with meaningful tasks. Through structured visual and auditory exercises, students can develop critical thinking, interpretation skills, and self-expression, thereby producing coherent and creative descriptive texts.

The present study focuses on implementing the Picture-Based Dictation Method to improve writing skills of Grade VIII students at MTs YMPI Rappang during the 2024/2025 academic year. The research investigates the method's effectiveness in enhancing content, organization, vocabulary, grammar, and mechanics in short descriptive texts, as well as students' perceptions toward this innovative approach. By exploring both the cognitive and affective outcomes of the method, this research contributes to the literature on multimodal writing instruction. It provides practical insights for teachers seeking to implement creative strategies, promotes student engagement and motivation, and offers a foundation for future studies on integrating visual and auditory methods in English writing instruction.

## **LITERATURE REVIEW**

Writing is one of the most essential language skills, serving as a medium for communication, critical thinking, and creative expression. According to Harmer (2004) and Brown (2001), writing involves multiple processes, including idea generation, organization, vocabulary use, grammar, and mechanics. Developing

effective writing skills is often challenging for students due to limited vocabulary, difficulty in organizing ideas, and inadequate mastery of grammatical structures. Previous studies have shown that visual media can effectively support writing instruction. Pictures act as stimuli that encourage students to generate ideas, enhance vocabulary, and organize sentences coherently. By providing a concrete context, images help students translate abstract concepts into meaningful written content, thus increasing motivation and engagement in the learning process (Wahyuningsih, 2019; Naing, 2018).

The dictation method is another widely recognized approach in language learning. Dictation exercises allow students to practice listening comprehension, spelling, and grammar accuracy by converting spoken language into written form. This method strengthens attention to linguistic details and enhances students' precision in sentence construction (Davis & Rinvoluceri, 2002; Harmer, 2007; Nursafitri, 2023). Integrating pictures with dictation forms the Picture-Based Dictation Method, which combines visual and auditory learning channels to promote creative and accurate writing. This method encourages students to actively engage with learning material, develop coherent sentences, and expand short dictated texts into descriptive paragraphs. The multimodal approach aims to improve both linguistic competence and cognitive engagement simultaneously.

Several studies have investigated the use of picture-based techniques in writing instruction. Wahyuningsih (2019) demonstrated that picture media could significantly enhance students' descriptive writing skills, increasing engagement and confidence. Naing (2018) found that sequences of pictures helped students organize events in recount texts, promoting coherence and cohesion in writing. However, these studies focused primarily on visual input without integrating auditory or interactive elements. Research on dictation methods alone, such as the work of Nursafitri (2023), indicates that dictation improves sentence-level accuracy, grammar, and spelling but has limitations in fostering creativity and motivation. Traditional dictation is often teacher-centered and mechanical, which may reduce student engagement and limit imaginative exploration in writing activities.

The Picture-Based Dictation Method addresses these gaps by combining visual cues and dictation exercises. Students interpret pictures to generate ideas and simultaneously apply listening and transcription skills to reinforce grammatical accuracy. This integration has been shown to enhance both creative expression and linguistic precision, making writing more interactive and enjoyable (Herlangga, 2012; Trianto, 2020; Aryuni, 2022; Yasser Al Wahid, 2023). In combining pictures and dictation provides a balanced approach that leverages both visual and auditory learning. This method not only strengthens writing accuracy and language competence but also encourages creativity, motivation, and confidence in expressing ideas. The existing literature supports the effectiveness of multimodal strategies in improving students' descriptive writing, forming the theoretical foundation for the current research.

## **METHOD**

### **Design and Sample**

This study employed a Classroom Action Research (CAR) design combined with a quantitative approach to improve students' writing skills through the Picture-Based Dictation Method. The research followed the cyclical model proposed by Kemmis and McTaggart (1988), which consists of four main stages: planning, acting, observing, and reflecting. This design was selected because the study aimed to identify classroom problems, implement an instructional strategy, observe its effects, and reflect on the results for improvement. The focus of the study was to determine the effectiveness of the Picture-Based Dictation Method in enhancing students' writing performance in terms of content, organization, vocabulary, grammar, and mechanics. The population of this study consisted of 29 eighth-grade students at MTs YMPI Rappang during the 2025/2026 academic year. From this population, 27 students were selected as the sample using total sampling. The selection was based on the students' availability to participate in all stages of the research, including the pre-test, treatment sessions, observation, and post-test. This was intended to maintain consistency and validity in comparing students' writing performance before and after the implementation of the method.

The independent variable in this study was the Picture-Based Dictation Method. This method integrates visual and auditory stimuli to support students in developing writing competence. It involved presenting students with relevant pictures, dictating sentences or short passages related to the images, and guiding students to listen, interpret, and reconstruct the texts into coherent descriptive compositions. The dependent variable was students' writing skills, defined as their ability to express ideas, opinions, and information effectively in written English. Students' writing performance was assessed based on five dimensions: content, organization, vocabulary, grammar, and mechanics.

### **Instruments and Procedures**

The instruments used in this study consisted of writing tests, an observation checklist, and a questionnaire. The writing tests were administered in the form of a pre-test and post-test to measure students' writing skills before and after the implementation of the Picture-Based Dictation Method. Students' writing was assessed using an analytical scoring rubric adapted from Jacobs et al. (1981), which covered five aspects of writing: content, organization, vocabulary, grammar, and mechanics. The observation checklist was used during the treatment sessions to record students' engagement, participation, and responses during the learning process. In addition, a questionnaire was distributed to obtain supporting data regarding students' motivation, enjoyment, understanding of the material, and

perceptions of the Picture-Based Dictation Method. The questionnaire consisted of closed-ended statements using a Likert scale.

The research procedures were carried out through three main stages: pre-test, treatment, and post-test. First, the pre-test was conducted to identify students' initial writing ability before the implementation of the Picture-Based Dictation Method. Second, the treatment was implemented through several classroom sessions using four structured stages: preparation, pre-dictation, dictation, and post-dictation. In the preparation stage, the teacher prepared pictures and dictation materials related to the writing topic. In the pre-dictation stage, students were introduced to the pictures to stimulate ideas and activate their background knowledge. In the dictation stage, the teacher dictated sentences or short passages connected to the pictures, while students listened carefully and reconstructed the text. In the post-dictation stage, students revised their writing, received feedback, and improved their compositions based on the aspects of writing. Finally, the post-test was administered to measure students' writing improvement after the treatment.

### **Data Analysis**

The data were analyzed using quantitative techniques. The students' pre-test and post-test scores were calculated to determine the mean scores before and after the implementation of the Picture-Based Dictation Method. The results were then compared to identify the improvement in students' writing skills across the five writing aspects: content, organization, vocabulary, grammar, and mechanics. To test the hypothesis, a paired sample t-test was applied to determine whether there was a statistically significant difference between students' writing scores before and after the treatment. This analysis was used to examine the effectiveness of the Picture-Based Dictation Method in improving students' writing skills. In addition, the results of the observation checklist and questionnaire were analyzed descriptively to support the quantitative findings by showing students' engagement, motivation, and perceptions during the learning process.

## **RESULT AND DISCUSSION**

The analysis of the pre-test and post-test data indicated a significant improvement in students' writing skills after the implementation of the Picture-Based Dictation Method. The mean score of students in the pre-test was 69.22, which increased to 88.00 in the post-test. This improvement of 18.78 points demonstrates a clear positive effect of the method on writing performance. Improvement was observed across all five components of writing assessed: content, organization, vocabulary, grammar, and mechanics. The most substantial gains were noted in content and language use, followed by vocabulary, organization, and mechanics. This suggests that the method was particularly effective in helping students generate ideas and use accurate sentence structures.

A paired sample t-test was conducted to examine the statistical significance of the observed improvement. The calculated t-value was 6.302, exceeding the critical t-value of 2.056 at a 0.05 significance level. The result indicates that the improvement in students' writing skills was statistically significant, leading to the rejection of the null hypothesis. Students' engagement and motivation during the treatment sessions were high. Observational data revealed that the majority of students actively participated in dictation and writing tasks, frequently referring to the pictures for guidance. They appeared more confident in expressing ideas in written English than in pre-test conditions.

Questionnaire responses indicated a very positive perception of the Picture-Based Dictation Method. Approximately 96.34% of students expressed agreement or strong agreement that the method helped them generate ideas, improve writing accuracy, and enjoy the learning process. Only a negligible 3.66% showed slight disagreement. The post-dictation stage, where students reviewed and expanded their texts, contributed to students' ability to organize and elaborate ideas. This phase allowed them to integrate visual stimuli with language structures, reinforcing both creativity and grammatical accuracy.

The results also highlighted the method's effectiveness in reducing students' anxiety and increasing their confidence. By providing visual cues and guided dictation, students were able to focus on both idea development and language accuracy, leading to a more enjoyable and productive writing experience. The findings confirm that the Picture-Based Dictation Method is effective in improving students' descriptive writing skills. The method simultaneously enhanced students' linguistic competence, creativity, and motivation, demonstrating its potential as an innovative classroom strategy.

The significant improvement in students' writing skills can be attributed to the integration of visual and auditory learning. Pictures provided context and stimulated imagination, while dictation reinforced listening comprehension, vocabulary, and grammar. This multimodal approach promoted active engagement, which aligns with constructivist principles in language learning. The increase in content scores indicates that students were able to generate more relevant and substantial ideas after the treatment. Visual cues from pictures helped students conceptualize topics and organize information logically, supporting previous findings that pictures enhance idea generation in writing tasks.

Enhancements in language use and grammar suggest that dictation exercises reinforced sentence structure, verb tenses, and syntactic accuracy. The act of listening and transcribing dictated sentences encouraged careful attention to grammatical forms, contributing to the overall improvement in writing precision. Vocabulary development was also positively affected by the method. Pictures provided meaningful context, enabling students to recall and apply appropriate words in their writing. The combination of visual and auditory input facilitated retention and encouraged the use of more varied and accurate vocabulary.

Organization scores improved as students practiced arranging ideas coherently within paragraphs. The pre-dictation and post-dictation stages allowed students to plan and revise their texts systematically, leading to more logical sequencing and cohesive writing. Mechanics, including spelling, punctuation, and capitalization, showed moderate improvement. While less pronounced than other components, these gains suggest that repeated exposure to dictation and teacher feedback helped students internalize conventions of written English.

The positive perceptions reported in questionnaires align with the observed academic outcomes. High levels of engagement and motivation suggest that students found the method enjoyable and accessible, reducing affective barriers to learning such as anxiety or fear of making mistakes. The discussion confirms that the Picture-Based Dictation Method effectively integrates cognitive, linguistic, and affective dimensions of learning. By engaging both hemispheres of students' cognitive processing logical and imaginative the method enhances writing accuracy, creativity, and learner confidence, making it a practical strategy for descriptive writing instruction.

## CONCLUSION

The findings of this study demonstrate that the Picture-Based Dictation Method effectively improved students' writing skills. The results showed a significant increase in students' mean scores, from 69.22 in the pre-test to 88.00 in the post-test, with an improvement of 18.78 points. This progress indicates that the integration of pictures and dictation activities successfully enhanced students' ability to develop ideas, organize content, use appropriate vocabulary, apply grammatical structures, and improve writing mechanics. The statistical analysis further confirmed the effectiveness of the method. The paired-sample t-test revealed that the calculated t-value (6.302) was higher than the critical t-table value (2.056) at the 0.05 significance level. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. These findings provide evidence that the Picture-Based Dictation Method had a significant positive effect on students' descriptive writing achievement. In addition to improving academic performance, the method also received highly positive responses from students. The questionnaire results showed that most students enjoyed the learning activities and felt more confident and motivated to write in English. The combination of visual and auditory learning created an engaging classroom environment that encouraged active participation and creativity. Therefore, the Picture-Based Dictation Method can be considered an effective and innovative strategy for improving students' writing skills in English language learning.

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