



Dictation: An Effective Way to Enhance Students' Listening Ability

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ABSTRACT

This classroom action research was aimed at improving students' listening achievement using the dictation method at the seventh graders of MTs Sakinatul Walidain NWDI Boro' Gerung. The subject of this study consisted of 30 students. This classroom action research consisted of two cycles and four phases, those are planning, acting, observing, and reflecting. The finding of the study indicated that the utilization of the dictation method was significantly effective in improving students' listening skills. It can be seen from the students' scores in the pre-cycles and after conducting all the cycles. Thus, it can be concluded that the students' achievements are improved after conducting the dictation method in the teaching and learning process. Based on the findings of the research, it can be drawn that the use of the dictation method can improve students' listening skills in the narrative text.

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INTRODUCTION

Acquiring language skills starts with learning to listen to the language, then speaking, and after that learning to read and write. The four skills are a unity of competencies that students must be mastering in learning a language. Competence in this study refers to listening skills for students in monologue text including students being able to understand and respond to interpersonal, transactional, and short functional texts, as well as understand and respond to monologues in long functional texts (Telaumbanua, 2024). To achieve the above competencies, a long learning process is needed and done seriously. After the learning process takes place, we must automatically assess the success of the learning process by measuring students' abilities through tests.

In today's era, we are required to provide innovative and creative learning that is also fun so that children are not bored or monotonous but the main material must be conveyed. With the above value situation, the action taken to improve listening learning outcomes is through the

dictation method. The meaning or definition of the word dictation and according to linguists and other sources of information the meaning of the word dictation is something spoken or read aloud so that someone else writes it down; then we give dictation exercises to learn to write correctly.

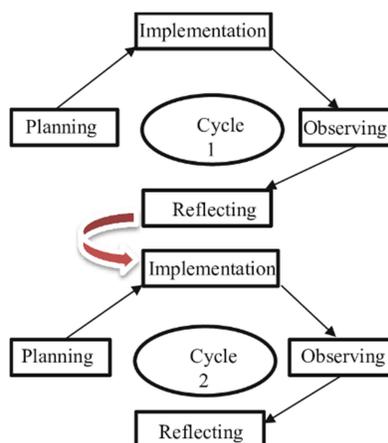
Meanwhile, according to Tarigan (2008) listening or listening is an event of listening with full understanding, attention, and appreciation, to get information, including ideas or messages, and understand the meaning of communication conveyed by the speaker from pronunciation through spoken language, messages, and understand the meaning of communication conveyed by the speaker from pronunciation through spoken language (Rost, 2020). In this case, it reminds us that to understand the meaning of communication conveyed by the speaker, we must listen carefully and attentively. Listening events always begin with listening to language sounds either directly or through recordings (Thai, 2018). The sound of language captured by the ear is defined by its sound. From the explanation above we can conclude that listening is the process of understanding information starting with the listening device so that we can remember, identify, interpret, and assess with full concentration in listening skills from hearing to reacting to language.

So, dictating means telling people to write what is read or spoken (Hoare, 2009). Dictation technique means technique that requires teachers' aloud reading certain information from sources, students' writing sentences from what their teachers have said (Hakim, 2024). In dictation or dictation, taking a listening skill test, a short monologue text is chosen between 40 to 120 words, and the pronunciation is repeated 4 times because junior high school students if the monologue text is too long students are still very difficult to capture the content of the message or speech dictated by the teacher. The teacher goes through several stages of dictation: First at normal speed; then with long pauses between phrases or groups of words, and finally at normal speed, to check their work and correct their writing.

Conversely, listening is not easy to acquire. Students often feel bored and the learning technique is not fit for the teaching and learning situation, especially in responding to the monolog text in English, in this case, narrative text. Consequently, their score and or listening skill is still low. Therefore, this study aimed to improve students' listening ability through the dictation method.

METHODS

This class-action research applied through some procedures, which are planning, acting, observing, and reflecting. The subject of this research consisted of 30 students at seventh graders of MTs Sakinatul Walidain NWDI Boro' Gerung. In collecting data, this research volunteered tests and non-tests. Test techniques are used to determine student competence in listening skills. Non-test techniques are used to determine student responses in listening by using teacher dictation.

Table 1. *Cycle of Classroom Action Research*

Swondo et al. (2022)

RESULT AND DISCUSSION

The application of dictation by children requires high concentration, if they lose their concentration, they will miss the text read by the teacher, making it difficult for them to receive the next message conveyed in the monologue text. The implementation of dictation learning process activities cannot be separated from the form of learner interaction with the teacher as a facilitator. They need the teacher's guidance in understanding the utterance by the meaning they mean so that the teacher must patiently repeat the pronunciation which eventually learners can write correctly. For this, learners must follow the stages of dictation well.

Students attentively follow the stages of dictation learning which trains students to listen to foreign words so that they try to find their meaning. They can also write down the dictated words so that listening skills increase and writing skills also increase. The stages of the dictation process will be successful if done attentively as expressed by Brown (2000) Dictation seems to provide a valid method for linking listening and writing skills and tapping into cohesive elements in the language implied to short readings. Administrative practice in dictation is as follows (a) a level of trustworthiness in the system of making good grades, (b) strong links to other language skills, and (c) broad interpretation in listening comprehension. The research findings in this cycle are the form of student writing dictated by the teacher and non-tests consisting of observations, and documents. Dictation activities in the learning process have gone through four phases, those are: giving feedback to the students, confirming the result, facilitating students to reflect on their learning experience, and giving motivation to the students.

Furthermore, the results of the findings are interpreted following the research objectives, namely interpreting the increase in students' listening skill competence in descriptive text after using the dictation method and interpreting the effectiveness of using the dictation method in improving listening skills. It appears that there is an interpretation in stripping, discussing, and analyzing the results of research findings showing an increase, namely from cycle I it was found that the average listening skill competency score increased by 73.45% from the initial cycle of only 58.57% and in cycle II it was also found that there was an interpretation of the increase in findings of 79.12%. It is also found that there is an element of effectiveness in the use of dictation; we can see the minimum completeness value has increased in the initial cycle, students

who are complete are only 9.12% of 30 students, in cycle I completeness reaches 54.11%, in cycle II the completeness reaches 85.13%. thus, it can be concluded that the students' achievements are improved after conducting the dictation method in the teaching and learning process.

CONCLUSION

Based on the findings of the research, it can be drawn that the use of the dictation method can improve students' listening skills in the narrative text. Furthermore, for teachers, dictation is a useful method to apply in the learning process to improve students' achievement in listening subjects. Students, they should be able to utilize the dictation method effectively so that their listening achievement can improve by being more active in the learning process. By learning the application of the dictation method, students should be able to utilize it well so that students' listening skills can improve, and in using the dictation method, students should be more active on their own and try to find the concepts obtained.

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