

THE INFLUENCE OF DICTATION STRATEGY IN IMPROVING LISTENING SKILL OF SENIOR HIGH SCHOOL STUDENTS

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ABSTRAK

Background : The implementation of this research was motivated by the results of researchers' observations on students who still had many difficulties in listening. Students still have difficulties to listen in English due to the position of Indonesian students as foreign learners.

Objective : The objective of this research is to know the influence of dictation strategy in teaching listening for Senior High School students and to find out the advantages of dictation strategy in teaching listening.

Methods : The research method used in this research is survey method. The population of this research was the students of SMA Swasta Assisi. Therefore, the sample was the XI Social 1 students of SMA Swasta Assisi.

Results : The results of this research were described through surveys distributed by researchers to students. The survey was filled by students based on their perceptions of dictation. The results of this research stated that dictation could affect the ability to hear students.

Conclusion : Based on the research conducted by the researchers, we conclude that dictation was truly affected students' listening skills based on their perceptions and experiences.

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Introduction

In studying English as a foreign language, students sometimes have difficulties, especially in terms of listening. This is because English is a language that is still foreign, especially in Indonesia. Therefore, there is a need for learning strategies that can be applied by teachers when teaching English, in this context is teaching the listening skill, so that the students can improve their abilities to listen and to understand words or sentences in English.

In the teaching activity, the teacher must be able to convey the content of material properly. Therefore, a teaching strategy is very necessary to support the achievement of successful teaching by a teacher. Strategy is a plan, method, technique or series of activities designed by teachers and learners to achieves particular educational goals in efficiently and effectively (Nasution, 2019). In the teaching and learning process,

educators must be able to act as communicators and managers who are responsible for carrying out adequate learning processes ([T Ababio](#), 2013).

([Hardan](#), 2013) stated that learning strategies are used by students to adequate their needs when following the learning process, especially learning languages. In addition, [Putri](#) (2021) defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. Besides that, according to [Chuin & Kaur](#) (2015), learning strategy is something that can stimulate students to learn by using their abilities.

Based on the definitions of the strategy above, the researchers can conclude that strategy is a teaching plan that is carefully prepared by a teacher and then applied it in teaching activity. In teaching English, there are four skills that must be mastered by students, including listening, reading, speaking and writing. In this research, researchers will discuss about listening skill. According to Emmert (cited in Flowerdew and Miller, 2005), “listening is the process of receiving, constructing meaning from and responding to spoken and/or non verbal message”.

[Hwaider](#) (2017) states ‘listening is an activity to understand and interpret speech of a language’. It means that listening is an activity that is done to understand a language that we listen to. Listening is a skill that needed students’ abilities to recognize what they are listen to, including the pronunciation, grammar, vocabulary, and the meaning ([Hamouda](#), 2013).

Based on the definition above, researchers can conclude that listening is a process of receiving messages, which will be processed as a language that can be understood. To teach listening skill for Senior High School students, there are several strategies that can be applied according to ([Nor](#), 2014), including dictation, question and answer section, listening to radio, watching television, etc. Another learning strategies that can be used to teach listening are dictation, whispering, and tic tac toe ([Andyani](#), 2012).

But in this research, the researchers only focus on dictation strategy. According to ([Nation & Newton](#), 2009) “dictation is a strategy or technique where the learners receive some spoken input, hold it into their minds and write it down”. In addition, ([Putri](#), 2021) also stated that “event dictation is as a traditional teaching methods and its more testing rather than teaching, but it remains the value of teaching technique”. It means that even dictation is traditional, its not really it is. Instead of just simply sit and listen to the material explanation, the students can focus on form phrase, the level of the clause construction by holding them in shortterm memory and repetition.

Dictation can make students comfortable when learning, and motivates them to be directly involved in the teaching and learning process ([Agustiani & Yulia](#), 2018). ([Nurdianingsih & Rahmawati](#), 2018) also states ‘dictation technique can overcome students’ boredom, due to its function as an enjoyable technique that can help students in learning’. Dictation is an activity that can be used to improve students’ listening skills, not only to understand what they listen to, but also to understand the spelling and the punctuation and to understand the meaning of the sentence they listen to ([Mentari](#), 2018). In addition, [Aini](#) (2015) argues that dictation is one of the easy and suitable technologies to be applied to teach students at all levels. Dictation in listening class is fun and enjoyable. The teacher may dictate a sentence to the students, then they need to listen and memorise the sentence effectively so that they can transfer it to their friends. It is repeated until the whole the passage has dictated.

The Influence of Dictation Strategy in Improving Listening Skill of Senior High School Students

Based on the statements above, we can conclude that dictation is a good method, which can be used by the teacher to teach listening skill to the students' in an enjoyable atmosphere, so that the students' more interested in the learning process. Through dictation, the students' abilities in listen will increase.

Research Method

The research method used in this research is survey method. (Sugiyono, 2018) stated that survey is a method for obtaining data from a certain area by circulating survey tools such as questionnaires, structured interviews, and so on.

In survey research, information was collected from respondents by using a questionnaire. Generally, the definition of surveys is limited to research whose data is collected from the sample to the population to represent the entire population. Thus, survey is a research that takes samples from one population and uses a questionnaire as a basic data collection tool.

Survey can be used for descriptive intentions. The type of this research is descriptive research with a quantitative approach. (Sugiyono, 2018) stated that quantitative descriptive is a research method by providing descriptions and explanations of the independent variables so that their influence to the dependent variable can be analyzed.

Quantitative approach is a research that describes or explains a problem whose results can be generalized. "Thus it is not too concerned with data depth or analysis. The researchers makes the same systematic question for students as respondents. All of the students' answers obtained will be analyze by the researchers. The question is about the influence of dictation in improving students' listening comprehension.

The subject of this research were the students of class XI Social 1 of SMA Swasta Assisi, in the academic year 2021/2022. There are 28 students in the class, consisting of 15 male students, and 13 female students. To measure the influence of dictation strategy in improving students' listening skill, the researchers used questionnaire in the form of Likert scale model. Likert scale is used to measure a person's attitude about an object. The indicators of the attitude variable on an object are the starting point in making questions that must be filled by respondents. "Any questions or statements are associated with the answers in the form of support or statements of attitudes expressed with : totally agree (TA), agree (A), neutral (N), disagree (D), and totally disagree (TD)" (Kriyantono, 2008).

Findings and Discussion

In this findings and discussion, the researchers presented the results of the data collected from the survey's questionnaire. These survey were distributed directly to the students of XI Social 1, when they finished the all the lessons schedule and filled these survey accompanied by the researchers. There are 20 statements in the questionnaire, which will be divided into three parts of the findings and discussion section. In the questionnaire, there are 5 options that the students can choose based on their experience in their studying processes.

1. Students' Initial Perception about Listening, Dictation, and English

In this findings, it shows about the students' first perception of listening, dictation, and English lesson. The following table is the results of the data collected.

Table 1.
Students' Initial Perception about Listening, Dictation,
and English

No.	Statements	TA	A	N	D	TD
1	Text in English is easy to learn	9 32,14%	13 46,43%	6 21,43%	-	-
2	My teacher often dictates us when learning English	15 53,57%	6 21,43%	6 21,43%	-	1 3,57%
3	When the teacher dictates the material to us, the learning atmosphere becomes fun	15 53,57%	5 17,86%	5 17,86%	3 10,71%	-
4	I like teacher when dictating English text in class	14 50%	6 21,43%	6 21,43%	2 7,14%	-
5	I have learned English since elementary school	16 57,14%	8 28,57%	3 10,71%	1 3,57%	-
	Average	49,28%	27,14%	18,57%	4,28%	0,71%

The first statement is related to the students' experiences in learning English text. From the results, most of the students (78%) agreed that English text is easy to learn. There are few students (21%) that still had doubt about English text is easy to learn. There are no one that disagree with the statement. It means that the students are already understand about English text and they can learn English text easily.

The second statement is related to the students' experiences in learning English with dictation technique. About 54,57% of students chose totally agree, and 21,43% chose agree. From these percentages, it can be concluded that the students agreed that dictation technique is one of the learning techniques that used by their teacher in the learning process. If the teacher applies dictation technique during the learning process, it can improve the students' listening skill in English. Whereas, there are about 21,43% of students who chose neutral, means that sometimes the teacher used dictation technique based on their opinions and experiences. And last there are only 1 student (3,57%) who totally disagree with the statement, means that the teacher based on his/her experience never use dictation. But, over all, the major students agree that dictation has been used by the teacher often in the learning processes.

The third statement is asking about the students' opinions about the learning atmosphere when the teacher uses dictation. About 53,57% of students totally agree, and 17,86 students agree that the learning atmosphere becomes fun when the teacher uses dictation. And there are only 17,86% of students still doubt about this statement, whereas there are only 10,71% of students did not think that the dictation influences the learning atmosphere. It means that dictation technique is one of techniques that can make students learn in a comfortable situation and

they can enjoy the learning process.

The fourth statement is asking about the students' perceptions about their teacher when uses dictation in the learning process. Most of the students (50%) totally agree with this statement, and 21,43% of students agree with this statement. Meanwhile several students still had doubt or neutral in this statement (21,43%), and few students disagree with this statement (7,14%). It means that, the students like their teacher for using dictation. This can be applied, for example when the teacher dictated a narrative text to the students, so that the students interested in listening the dictation about the narrative text.

The fifth statement is asking about the students' experiences in learning English since they entered elementary school level. From the result, it shows that the students mostly chose totally agree (57,14%), and agree (28,57%). Meanwhile, few students chose neutral (10,71%), and only one chose disagree (3,57%). It can concluded that the students have learned English and have learned to listen to English since the elementary level. It is very necessary for the students to learn English as soon as possible, so that they can learn from the basic level until the mastered level.

From the table above, it shows that the average of students who chose totally agree were 49,28% ; then 27,14% chose agree ; 18,57% chose neutral ; 4,28% chose disagree ; and 0,71% chose totally disagree.

Based on the results, the researchers found that the students initial perception about listening, dictation, and English are in the positive side. Most of them chose totally agree and agree with the statements. It means that most of the students responded well, and they felt that English, listening skill, and dictation technique were three things related to each other. In fact, with this dictation technique, the students become interested to learn English and they can enjoy the learning process to improve their listening skills. Dictation has several advantages including making the students more active, then can provide an interesting way to learn English texts.

2. The Relation Between Dictation Technique and Listening Skill

In this findings, it shows about students' opinions and perception about the dictation technique and the relation to English listening skill. The following table is the results of the data collected.

Table 2.
The Relation Between Dictation Technique and Listening Skill

No.	Statements	TA	A	N	D	TD
1	I get to know the pronunciation of words in English by listening to words dictated by the teacher when learning in class	14 50%	9 32,14%	2 7,14%	2 7,14%	1 3,57%

No.	Statements	TA	A	N	D	TD
2	I learned how to pronounce the right English text by hearing the text dictated by the teacher	12 42,86%	10 35,71%	3 10,71%	3 10,71%	-
3	I am able to distinguish words in English well when listening to the teacher when dictating a text	11 39,29%	7 25%	10 35,71%	-	-
4	The technique of dictating by an English teacher makes it easier for me to listen the words in English well	12 42,86%	7 25%	9 32,14%	-	-
5	I often listen to English text through audio in various media	13 46,43%	5 17,86%	9 32,14%	-	1 3,57%
6	Listening to text in English makes me often spend time to hear vocabulary repeatedly	11 39,29%	8 28,57%	3 10,71%	4 14,29%	2 7,14%
7	The pronunciation in English that I listened to from the radio, film, dialogue that dictated directly by native speakers, helped me master the vocabulary correctly	12 42,86%	4 14,29%	8 28,57%	4 14,29%	-
8	Dictation Technique is one of the good techniques used to help students hear vocabulary in English	11 39,29%	11 39,29%	6 21,43%	-	-
9	Using dictation technique in listening English text sharpening my abilities in understanding English's vocabularies well	11 39,29%	9 32,14%	8 28,57%	-	-
10	Using dictation techniques help me learn English well	16 57,14%	8 28,57%	2 7,14%	-	2 7,14%
Average		44%	28%	21%	5%	2%

The first statement is asking about the students' experiences in learning pronunciation with the help of dictation by the teacher. Most of the students chose totally agree (50%), and then they chose agree (32,14%). And rest of them chose neutral (7,14%), disagree (7,14%), totally disagree (3,57%). It means that the students were influenced by the dictation technique in learning English words' pronunciation. With the help of dictation, for example when the teacher says several words in English, the students will listen to the teacher, then they will be able to pronounce the words based on what they heard. There were about 82% of students agreed with this statement, it means that dictation is strongly affects the students learning process in understanding and listening English

words' pronunciation.

The second statement is asking about the students' experiences in pronouncing English text by following the teachers' dictation. From the results, the students are mostly totally agree with the statement (42,86%), then agree (35,71%). Meanwhile 10,71% of students are neutral, and 10,71% of students are disagree. It means that the dictation from the teacher effect on students' knowledge of how to pronounce the correct word in English.

The third statement is asking about students' abilities to distinguish words in English. From the result, the students chose totally agree (39,29%) and agree (25%). Meanwhile, there are several students who chose neutral (35,71%). It means that about 64,29% of students have the abilities to distinguish words in English, meanwhile 35,71% still had doubt when distinguish words in English.

The fourth statement is asking about students' experiences in improving their listening skill influenced by the dictation technique. From the result, it shows that 67,86% of students got the good impact from dictation so that they became easier to listen words in English. Meanwhile, 32,14% of students are sometimes can understand the words in English, and sometimes can not understand the words in English.

The fifth statement is asking about students' experiences in listening English texts from audio in media, such as youtube, radio, etc. There are about 64,29% of students often listen to English texts from media. Meanwhile, 32,14% of students rarely listen to English text, and there is 1 student (3,57%) who never listen to English text from media. It means that most of the students still have interests in listening English text by using media, which can help them to improve their listening skill.

The sixth statement is asking about students' activities in daily life related to spending their time in listening vocabularies. There are about 67,86% of students often to listen to English text so that they spend their time in improving their vocabularies. Meanwhile, 10,71% of students rarely listen to English text, and 21,43% of students never listen to English text to spend their time in improving their vocabularies. It means that the students are still interested in listening English text to spend their time to listen to many vocabularies repeatedly.

The seventh statement is asking about students' experiences in listening the native speaker. About 57,15% of the students got the positive impacts from listening the native speakers' dictation from media in improving their vocabularies. Meanwhile, about 28,57% of students seldomly get positive impacts from listening to native speakers' dictation, and about 14,29% of students are not getting the positive impacts from listening the native speakers' dictation.

The eighth statement is asking about students' opinions toward the

dictation technique. Most of the students (78,58%) agreed that dictation technique is one of the good technique that help students to improve their vocabulary. Meanwhile, 21,43% of students feel that dictation is one of the techniques that can be used to teach vocabulary.

The ninth statement is asking about students' opinions toward the influence of dictation in improving students understanding. About 71,43% of students agreed that dictation can help them to sharpening their abilities in understanding English's vocabularies, whereas 28,57% of students think that dictation may help them in improving their understanding. It means that dictation is a good media that can help the students improve their abilities in understanding English words correctly.

The tenth statement is asking about the students' perceptions about dictation and their learning process. Most of the students (85,71%) agreed that dictation help them to learn English. Meanwhile, about 7,14% of students still had doubt about this, and about 7,14% of students disagree with this. It can be concluded that dictation technique can be called as the good technique that can motivate the students in learning English.

From table 4.2 above, it shows that the average of students who chose totally agree were 44% ; then 28% chose agree ; 21% chose neutral ; 5% chose disagree ; and 2% chose totally disagree. It means that most of the students (72%) think that dictation has a relation to listening skill and dictation can help them in improving their listening skill, meanwhile 21% of students think that dictation may have relation with listening skill. And 7% of students think that dictation has no relation with listening skill.

3. The Implementation of Dictation in Improving Listening Skill

In this findings, it shows about the implementation of dictation in improving the students' listening skill. The following table is the results from the data collected.

Table 3.
The Implementation of Dictation in Improving Listening Skill

No.	Statements	TA	A	N	D	TD
1	Repetition of dipictan texts in English by native speakers from audio helps me know the pronunciation of English in detail	16 57,14%	8 28,57%	1 3,57%	3 10,71%	-
2	I often listen to English audio dictated directly by native speakers	13 46,43%	12 42,86%	2 7,14%	1 3,57%	-
3	The dictation technique makes me more remembering words in English	13 46,43%	10 35,71%	3 10,71%	2 7,14%	-

The Influence of Dictation Strategy in Improving Listening Skill of Senior High School Students

No.	Statements	TA	A	N	D	TD
4	With the help of dictation technique in hearing English text, my vocabulary is increasing	14 50%	9 32,14%	3 10,71%	2 7,14%	-
5	Listening to English using dictation technique is the right and good media to improve my English listening skill	12 42,86%	12 42,86%	3 10,71%	1 3,57%	-
Average		48,57%	36,43%	8,57%	6,43%	-

The first statement is asking about the students' perceptions of the repetition of dictation by native speakers help them to comprehend pronunciation in English. There are about 85,71% of students agreed that the repetition of dictation by native speakers in reading the text while the students listen to it, help them to comprehend the English words pronunciation. Whereas, only 1 student (3,57%) had doubt, and 10,71% of students disagree that the repetition help them to comprehend the English words.

The second statement is asking about the students' experiences to listen to English audio dictated directly by native speakers. Most of the students (89,29%) often listen to English audio dictated directly by native speakers. And only 7,14% of students rarely listen to English audio dictated by native speakers. Meanwhile, there was only 1 student (3,57%) who never listen to English audio dictated directly by native speakers.

The third statement is asking about the students' experiences from the dictation to help them remember words in English. Most of the students (82,14%) felt that dictation help them to remember the words. Meanwhile, 10,71% of students sometimes felt that dictation help them to remember words, and 7,14% of students disagree that dictation help them to remember the words. Broadly speaking, dictation technique help students to remember words in English.

The fourth statement is asking about the students' experiences in improving their vocabularies from the implementation of dictation technique. Most of the students (82,14%) agreed that this dictation help them to improve their vocabularies, meanwhile 10,71% of students still had doubt, and 7,14% of students disagree that dictation influenced their vocabularies' improvement.

The fifth statement is asking about the students' final perception about the influence of dictation in improving their listening skill. 85,72% of students agreed that dictation can be used to improve their listening skill in reality. Meanwhile about 10,71% of students feel that dictation may or may not has impact to their listening skill, and only 1 student (3,57%) feel that dictation can not improve his/her listening skill. It can be concluded that in fact, the dictation technique is a technique that has positive impacts on improving students' listening skills significantly.

From table 4.3 above, it shows that 48,57% of students chose totally agree,

36,43% of students chose agree, 8,57% of students chose neutral, and 6,43% of students chose disagree. It can be concluded that 85% of students agreed that the implementation of dictation technique can improve their listening skills.

Based on the results of the surveys above, the researchers found that dictation technique can be used to improve students' listening skill, due to the interesting manner to teach listening skill and the suitability to apply it in the classroom. The results of the surveys prove that the theories in the background are valid. Dictation is an activity that can be used to improve students' listening skills, not only to understand what they listen to, but also to understand the spelling and the punctuation and to understand the meaning of the sentence they listen to ([Mentari, 2018](#)). The researchers found from the results of the survey that the students are able to deal with vocabulary problem and also deal with their difficulties in listening English text with the help of dictation applied by their teacher, and also by the help of the native speakers in applying dictation in various media. In addition, the researchers found that dictation technique based on the students' perception according to their real experiences during the learning processes has large role in improving the students' listening skills.

Conclusion

Based on the results of the research conducted by researchers, researchers can conclude that dictation is very useful for teaching listening to Senior High School students. Dictation can improve students' listening ability, enhance students confidence and motivation, and enable students to understand English pronunciation in detail. Therefore, the researchers suggest all the teacher to teach listening by using dictation, in order to help the teachers create an enjoyable and comfortable listening situation, so that the students' interests in learning listening increasing. With the help of dictation, both of the teacher and students will get advantages and positive impacts.

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