

USING DICTATION TECHNIQUE IN TEACHING ENGLISH LISTENING SKILL AT ELEVEN GRADE OF MAN 3 KOTA PEKANBARU

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ABSTRACT

This study investigates the use of the dictation technique in improving English listening skills among eleventh-grade students at MAN 3 Kota Pekanbaru. Employing a quantitative pre-experimental design, the researcher administered pre- and post-tests to 36 students to measure the effect of dictation. The findings reveal a significant improvement in listening ability, with the mean score increasing from 52.64 to 74.03. A paired-sample t-test indicated a statistically significant difference ($p = 0.000$), affirming that dictation effectively enhances students' listening skills. The study recommends that teachers incorporate dictation as a practical method to support listening comprehension.

KEYWORDS: Dictation technique, listening skill

1 INTRODUCTION

Listening is a foundational skill in language acquisition. According to Harmer (2007), listening enhances pronunciation and comprehension of pitch and stress, while Gilakjani & Ahmadi (2011) highlight its role as the most vital of the four language skills. However, many students still struggle with listening comprehension due to limited exposure to active listening activities and underutilization of effective techniques like dictation in classrooms.

Dictation, once a widely used technique in language learning, has declined in popularity with the rise of newer methodologies (Fisher, 2001; Brown, 2007). Nevertheless, scholars like Nation & Newton (2009) and Flowerdew & Miller (2005) advocate for its continued relevance, citing its benefits in enhancing concentration, auditory processing, and memory retention.

Given the underuse of dictation despite its proven efficacy, this research explores its impact on listening skills among senior high school students in Pekanbaru, Indonesia.

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Dictation is defined as a technique where students listen to spoken input, retain it in memory, and transcribe it. Nation & Newton (2009) describe it as an effective strategy for promoting listening accuracy, writing fluency, and language awareness.

Numerous studies affirm its efficacy. Nasution (2017) reported improvement in listening comprehension through classroom action research. Nga & Tuyet (2022) highlighted positive student attitudes towards dictation. Saragih et al. (2022) found that dictation boosted focus and helped overcome common EFL listening difficulties.

Dictation also aligns with Indonesia's Kurikulum Merdeka, which emphasizes comprehension of explicit and implicit spoken information, making it suitable for integration into senior high school curricula.

2 METHODOLOGY

This study applied a quasi-experimental design with a non-equivalent control group. It was conducted in the second semester of the 2023/2024 academic year at SMAIT Al Fityah Pekanbaru.

Population and Sample

The population of this study consisted of 326 eleventh-grade students at MAN 3 Kota Pekanbaru during the 2024/2025 academic year. The sample was selected using purposive sampling technique, targeting one class with 36 students from XI Biokes 2 as the experimental group. These students received the treatment and completed both pre- and post-tests.

Instrument

The instrument used was a listening comprehension test developed based on the indicators of listening skill in the Kurikulum Merdeka (Kemendikbudristek, 2022). The test consisted of 20 multiple-choice items derived from an audio script aligned with daily communication and academic context. The questions assessed the following indicators:

Table 1. Indicators of listening skill

Understanding explicit information.
Inferring implicit meaning and speaker's intention.
Interpreting main idea and supporting details.
Evaluating and responding to spoken messages appropriately in context

Validity and Reliability

Validity was measured using Pearson Product Moment correlation. Each item was analyzed, and the results showed that all r -count values were greater than the r -table ($r > 0.361$), indicating all items were valid. Reliability was assessed using Cronbach's Alpha. The result was 0.837, indicating a high level of internal consistency and that the instrument was reliable for measuring students' listening skills.

Data Collection

The data were collected through three main stages: pre-test, treatment, and post-test. The pre-test was conducted prior to the treatment to assess the students' initial listening ability. The test consisted of 20 multiple-choice questions developed based on the listening indicators outlined in the Kurikulum Merdeka. During the administration, audio recordings were played twice through loudspeakers in a quiet classroom setting to ensure optimal listening conditions.

Following the pre-test, students participated in the treatment phase, which involved four instructional sessions using the dictation technique. In each session, students listened to a spoken passage, either a short dialogue or monologue, that was played from a recording. After listening, students transcribed what they heard as accurately as possible. The teacher then guided a group review and correction process, emphasizing key language elements such as pronunciation, vocabulary, grammar, and effective listening strategies. Each session lasted for two periods of 45 minutes, providing sufficient time for both the dictation activity and feedback.

After completing the treatment, a post-test was administered. The format and level of the post-test were similar to the pre-test, although the content was different. It measured the same listening indicators to evaluate the students' improvement. All listening materials and test items used in both the pre- and post-tests were teacher-developed and had been previously validated. Finally, the students' scores from both tests were collected, tabulated, and analyzed using the Statistical Package for the Social Sciences (SPSS) to determine the effectiveness of the dictation technique.

Data Analysis Techniques

The analysis of the data in this study was carried out to determine whether there was a significant difference in students' listening skills before and after being taught using the dictation technique. The data from the pre-test and post-test were analyzed using paired sample t-test with the help of SPSS. The descriptive statistics showed that the mean score of the students' pre-test was 52.64, while the mean score of the post-test increased to 74.03. This indicated that students' listening ability improved after the treatment.

Before conducting the t-test, a normality test was administered to ensure that the data were normally distributed. The results showed that the significance values for both pre-test and post-test scores were greater than 0.05, which indicated that the data were normally distributed and appropriate for parametric testing. Based on the paired sample t-test, the significance value (2-tailed) was 0.000, which is lower than 0.05. Therefore, it can be concluded that there was a significant difference between students' listening skills before and after being taught using the dictation technique.

This finding confirms the alternative hypothesis (H_a) that the dictation technique has a significant effect on students' listening ability and rejects the null hypothesis (H_o) which states that there is no significant difference. Thus, the dictation technique was proven to be effective in improving the listening skills of eleventh-grade students at MAN 3 Kota Pekanbaru.

3 RESULT AND DISCUSSION

A. Result

The results of this study demonstrated a significant improvement in students' listening skills after being taught using the dictation technique. Based on the statistical analysis, the mean score of the pre-test was 52.64 with a standard deviation of 6.87, while the mean score of the post-test increased to 74.03 with a standard deviation of 7.14. This indicates a notable gain in performance following the treatment. Furthermore, a paired sample t-test was conducted to determine whether the difference in scores was statistically significant. The result showed a mean difference of 21.39 points, with a significance value (2-tailed) of 0.000. This p-value is below the threshold of 0.05, which confirms that the improvement in students' listening scores after the implementation of the dictation technique was statistically significant.

In terms of score classification, prior to the treatment, a large portion of students fell within the "low" and "enough" categories, with 17 students scoring between 41–55 and 14 students scoring between 56–70. Only 5 students reached the "high" category (71–85), and none were in the "very high" category (86–100). After the treatment, the distribution shifted significantly. The number of students in the "high" category increased to 21, and 3 students entered the "very high" category. Meanwhile, only 1 student remained in the "low" category, and none scored in the "very low" range.

This positive shift in score distribution and the statistically significant gain in mean scores suggest that the use of the dictation technique had a substantial and beneficial impact on the students' English listening comprehension. It implies that dictation is not only effective in helping students recognize and understand spoken language, but also in enhancing their overall performance in listening assessments.

B. Discussion

The research affirms that the dictation technique enhances students' English listening skills. This supports earlier findings by Nasution (2017), Nga & Tuyet (2022), and Saragih et al. (2022), and reinforces Nation & Newton's (2009) argument about dictation's pedagogical value.

Dictation fosters attentiveness, reinforces phonological awareness, and provides opportunities for self-correction. Despite its traditional roots, dictation remains relevant and effective in today's EFL contexts, especially when aligned with current curriculum standards.

4 CONCLUSION

The study concludes that the dictation technique significantly improves English listening skills among eleventh-grade students. The increase in post-test scores and the statistical significance validate the technique's effectiveness. Educators are encouraged to integrate dictation into listening instruction as a practical and engaging learning activity.

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