



The Use of The Dictation Strategy to Improve The Listening Skill of The Tenth-Grade Students at SMAS Santo Gabriel Maumere

Antonius Prisko Virgo Fua¹, Wendelinus Oscar Jango², Maria Wisendy Sina³

^{1,2,3} *Nusa Nipa Indonesia University*

ABSTRACT

This study explores the effectiveness of dictation techniques in enhancing the listening skills of tenth-grade students at SMAS Katolik Santo Gabriel Maumere. Recognizing the significance of English as a global language and Indonesian learners' challenges, the research employs a classroom action research design comprising two cycles. The data collection method included observations, questionnaires, interviews, and tests. Initial findings revealed that no one student met the success criteria for listening test in pre-cycle. In cycle 1, the result of test show that only 54,54% students meet the success criteria. After making the Cycle 1, indicating low interest and engagement in learning English. In response, the researcher-teacher implemented modifications in Cycle 2, such as clearer instructions, increased student engagement, and the use of audio recordings. This led to a remarkable improvement, with 90,90% of students achieving the success criteria. The study concludes that the dictation method, when effectively applied, significantly enhances students listening abilities and overall engagement in the learning process. Recommendations for educators are provided to encourage the adoption of similar strategies to foster improved listening skills among students.

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Corresponding

Author :

rikofua3@gmail.com

INTRODUCTION

In the globalized word, English is an international language that must be mastered by all humans in the world. Nowadays, the use of English is essential for someone to make a connection with other people from different countries Rao, (2019) states that English is a global language. This statement represents the meaning that English is used by various nations to communicate with other nations around the world. Thus, English is one of the International languages as well as a global language. On the other side, more individuals are learning to speak this language, and more people are relying on it to find a job or succeed (Yuliana et al., 2024). Moreover, Purwanto et al., (2022) stated that the usage of

foreign languages, particularly English, has progressed from a luxury to a need in various productive sectors. In addition, English is useful for building good relationships in socialising, business relationships, and other life aspects in the globalized world.

All countries in the world almost use English as the first, the second, or the foreign language. Indonesia is one of the countries in the world that use English as a foreign language. Similarly, Sari et al., (2023) stated that English in Indonesia is more likely to be taught and learnt only as a foreign language. It can be seen from the fact that most Indonesian people are not proficient in English, and don't even understand English, because this language is not used as a device to communicate among people. Therefore, the Indonesian education system requires students to learn English from elementary school until university level. English in Indonesia are used as one of the subjects that must be learned by the students. Furthermore Lauder, (2020) stated that in the educational field, English has become a compulsory subject for several educational institutions, ranging from elementary to college and university.

English language education has become a key focus in many countries including Indonesia. The Indonesian education system ensures every student gets a chance to learn this global language. Isadaud et al., (2022) stated that the position of English in the learning curriculum in Indonesia is important because, in addition to responding to global challenges, English is an international language that must be mastered and studied by the Indonesian people, especially in our education world. This system aims to prepare the students not only for their future careers but be active participants in society. In this context, English language learning has been identified as a crucial tool for developing global citizenship competencies, as it enables individuals to communicate across borders and engage with people from diverse backgrounds (Luo & Chan, 2022). In addition, learning English is crucial for students' development.

In English language learning, four essential skills must be mastered by students such as listening, speaking, reading, and writing. Furthermore Saragih, (2022) stated that these skills include listening and reading as the receptive skills, and speaking and writing as the productive skills. These skills should be handled in a way that assists students in meeting the requirements that have been established for them and in gradually developing their communicative competence. (Amin & Wahyudin, 2022) These four skills are crucial for effective communication and language proficiency. Listening helps to understand spoken language, speaking expresses thoughts, reading expands

vocabulary, and writing conveys information. Mastering all four skills is the key to language proficiency and effective communication.

As one of the English skills, listening also plays a vital role in enhancing students' English development. Anggraini, (2019) stated that listening skill is an active and focused listening activity to be able to obtain information and capture the content and messages conveyed orally. Listening is the foundational skill that students need to acquire before progressing to the mastery of speaking, reading, and writing. Saragih, (2022) added that in foreign language courses, listening is a critical receptive skill because it supplies students with the vocabulary they need to produce language, such as speaking and writing. In addition, through active listening students can learn proper pronunciation, understand grammar structures, and derive meaning from spoken language. Further, according to Saragih, (2022), listening is a receiving skill that includes several invisible processes of ability that have meanings such as analyzed in depth from hearing because they are emitted into the ears and brain. By practising listening skills, students be able to improve their ability to comprehend auditory information. Additionally, a strong vocabulary knowledge is crucial in effective listening.

In the process of improving student's learning ability, the teacher always finds some problems in the class. One observable issue noted by teachers is that students often struggle with listening skills. When teaching in the classroom, the teacher as one of the researchers found that all of the students have the problem of lack in listening comprehension. This problem makes the students hard to understand what the teacher says and also affects students learning motivation. Nhan & Yen, (2021) stated that without comprehending language input appropriately, language learning simply cannot get any improvement and no communication can be achieved without listening Jaya et al., (2021) state that, having good listening skills will make language learners able to understand what other people are saying regardless of choice of words, accents, speaking speed, intonation, complicated grammar, and other language comprehension barriers. Furthermore, to improve students' listening skills, teachers can use various techniques to effectively explain the material and ensure easy comprehension for students. Similarly, to enhance students' listening skills, teachers can utilize teaching techniques that they are proficient in listening skills.

The use of techniques or strategies plays a significant role in the teaching and learning process because they can motivate students and increase their enthusiasm. According to Saragih, (2022), strategy is a part of teaching that is designed by a teacher or educator in the form of method, technique, or plan, to

achieve learning goals efficiently. Teaching strategy is very important in teaching language, especially in teaching English skills (Saragih, Marpaung, & Saragih, 2022). The use of appropriate techniques can make students faster in learning, encourage them to learn, and make them more active in following the learning process (Erdogan et al., 2023). Careful selection of techniques is essential to ensure students understand the material and can improve their abilities. In English language learning especially in listening, the use of appropriate and simple methods is needed to increase student motivation in the learning process. One of the appropriate techniques that can be used by the teacher to enhance students listening ability is the dictation strategy.

The dictation strategy involves students actively listening to the speaker's clear and loud voice, and then writing down the words they hear. Dictation is a motivating tool that can help students concentrate on the speaker's words, understand what speakers say, and accurately write down what they hear. According to Saragih, Marpaung, Purba, et al., (2022) dictation is an activity that can be used to improve student 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. Furthermore, Saragih, Marpaung, & Saragih, (2022) argue that dictation is one of the easy and suitable technologies to be applied to teach students at all levels. Dictation involves the teacher verbally presenting information, which students then temporarily remember before writing it down. Saragih, Marpaung, Purba, et al., (2022) also stated that "event dictation is a traditional teaching method and it more testing rather than teaching, but it remains the value of teaching technique".

In the way to teaching listening through dictation strategy, teachers also can use technology such as audio recording to make the students interact in the learning process. Maulina et al., (2022) state that teaching listening skills using technology helps students connect with what they already know or have an idea with and better comprehend it. In dictation strategy, the content used by the teacher depends on the students' listening ability, language mastery, and capacity to recall what they have heard. Clear and loud delivery by the speaker is also crucial for the successful implementation of this technique. By practising and utilizing this technique, students be able to improve their listening skills. In addition, Agustiani & Yulia, (2018) stated that dictation is a technique that can make the learning situation fun and enjoyable. In addition, in dealing with the problem described above the researcher, one of the authors applied the dictation technique in the classroom as the method to increase students' listening skills. The researcher chose the students of class X E-1 of SMAS

Katolik Santo Gabriel Maumere as the subject of this research. During the research, the researcher applied a simple dictation method so that it could achieve the expected goals.

RESEARCH METHOD

The research design used in this research was classroom action research (CAR). Harmer, (2003) stated that Action Research is the name given to a series of procedures teachers can engage in, perhaps, because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures. Realized that, in the way to improve students' English language skills, especially listening, the researcher used dictation strategy as a tool or teaching method to achieve these goals. Mertler, (2009) states that in Classroom Action Research (CAR), the research procedures consist of four steps such as planning, acting, observing, and reflecting. This research was conducted in two cycles and each cycle consisted of four meetings. The researcher applied this research in the E-1 class of tenth grade in SMAS Catholic Santo Gabriel Maumere. in the academic year 2024/2025. To obtain the data, the researcher used an observation sheet, questionnaire, interview and test. In analyzing the data the researcher used both qualitative and quantitative data methods. The qualitative data was analyzed by observation sheet, questionnaire, and interview. On the other hand, the quantitative data was categorize and analyzed by the students percentage scores.

In the way to apply dictation technique in the class, the researcher follows some procedures, such as, (1) the teacher, one of the researchers explains the basic material about the alphabet to remind students about the sound or pronunciation of each letter, (2) the researcher allows students to spell the objects around them in English, (3) the teacher allows students to write the words they spelt on the board to find out their accuracy in writing the words they hear, (4) the teacher plays audio containing simple words to train students' listening skills, after listening to the audio, students are required to write the words they hear, (5) after the training process, the teacher discusses the exercise again by allowing students to answer and write the words they heard on the board.

RESULT AND DISCUSSION

Pre-cycle

In the pre-cycle, the researcher observed students learning interaction in the class. The researcher interviewed both of English teacher and the students

about their experiences and perceptions during the English language learning process. The researcher investigated student English knowledge and the problems faced by students in learning English, especially listening. The researcher gives students a questionnaire to find out their problems, especially in English. The observation results show that the students in the E-1 class of tenth grade at SMAS Katolik Santo Gabriel Maumere have the problem of low interest and enthusiasm in learning English. Moreover, the result of the questionnaire shows that most of the students feel bored in learning English because they think that English is difficult to learn. Teachers' teaching methods that only focus on reading books also affect students' low enthusiasm and participation in the learning process.

The results of the interview with the English teacher show that students of SMAS Catholic Santo Gabriel Maumere have a low interest in learning English which has an impact on their listening comprehension. She admitted that most of the students have difficulty understanding what is conveyed and instructed. It can be seen from the classroom situation that the students do not actively participate in learning activities. Meanwhile, the results of interviews with the students show that most of the students have difficulty learning English because the methods applied by the teachers are not interesting and boring. They said that in the teaching and learning process the teacher more focus on books without asking them also, which affects their interest and participation in the class. On the other hand, students' lack of vocabulary mastery also affects their interaction and activeness in the learning process.

Based on the data above the researcher concludes that students of the E-1 class of tenth grade at SMAS Karolik Santo Gabriel Maumere still faced problems in learning English especially listening. It can be noticed from the student inability in understanding teachers instruction. Further, the student's poor listening test scores also indicate that the students have a problem in lack listening comprehension. Based on the passing score standard, all of the students did not reach the specified passing standard. The student's lack of vocabulary mastery also affects their listening skills that they cannot understand the material and instruction given by the teacher. Moreover, the result of observation highlights that most students did not interest and enthusiasm in the English learning process. The researcher notices that the use of appropriate teaching methods is needed to make students enjoyable and interested in learning English. Therefore, the researcher decides to use the dictation technique to help improve students' listening ability.

Cycle 1

In this phase, the researcher-teacher implements the action based on the result of the observation. In the way to implement the dictation technique in the class, the researcher follows some procedures such as planning, acting, observing, and reflecting. The teacher modifies the teaching technique by applying the dictation method in the classroom so that students are more comfortable and actively participate in the learning process. To avoid misunderstanding, the researchers decided to use the simple audio recording in applying the dictation strategy. The implementation of this simple technique aims to train students' listening skills with the audio recording using American native speaker styles, and attract them to be active and participate in learning activities. In the end, it is expected that students' listening comprehension will increase which can fulfil the success criteria. The result of the post-test in the first cycle shows that six of eleven students (54,54%) get success criteria in the listening test, and five of eleven students (45,45%) write the words correctly. Furthermore, the results of the observation sheet, interviews, and questionnaire show that students don't enjoy and actively participate during the teaching and learning process. As the test results did not meet the success criteria, the researcher decided to redesign the teaching method and continue the research into the second cycle.

Based on the reflection of the first phase, the researcher as a teacher has to give good motivation at the beginning of the lesson to raise students learning motivation. Second, the researcher requires students to use a dictionary in the next meeting. Third, the teacher has to use a loud and clear voice to explain the material to make the classroom situation lively. Fourth, the researcher must give the chance for students to ask a question to build their participation and give them a chance to use their mobile phones to find out new words and check how to write the words correctly. Fifth, the researcher has to go around to control the class situation and use simple explanations to make students easier to understand the material provided. The researcher followed the lesson plan, but he didn't explain clearly and didn't use the dictation technique effectively. Therefore, based on the student average value and the result of observation, interviews and questionnaires in cycle 1, the researcher as a teacher realizes that the action research must continue to cycle 2.

Cycle 2

In this second cycle, the application of the dictation strategy is better than in the first cycle. All of the students are focused on the teacher's explanation, are active and participate in the learning process, and are also curious about something new that they learned. The researcher as a teacher gives clear

instructions about the dictation technique that impacts students' enthusiasm. The teacher also moves around to control the class and uses a loud and clear voice to make the classroom situation lively. To make it easier for students to understand the material, the teacher uses an informal teaching style and combines Indonesian (70%) and English (30%). In the way to deliver new vocabulary, the teacher also uses body language and mimics and gives the chance to students to guess the meaning of the word. To make students interesting, teachers usually use simple examples and also allow students to use mobile phones. By applying the simple teaching method through a dictation strategy, students' listening ability is increased shown by their spelling and writing the words correctly.

The result of the second test shows that ten of eleven students (90,90%) scored high than the passing grade in listening and eight of eleven students (72,72%) were correct in writing the words they heard. Related to the data shown above, the results of the observation sheet, interviews, and questionnaire prove that students are active and enthusiastic during the learning process through the dictation strategy. Additionally, the result of the second cycle showed that the application of the dictation strategy to improve students' listening skills met the success criteria. The researcher as a teacher decided to stop the classroom action research it successfully improved students' listening skills and it followed the plan made by the researcher.

The successful application of the method in cycle 2 was influenced by the effectiveness of the teacher's teaching which focused on several things, namely focusing on objectives, monitoring student progress, and making important changes. This had a direct impact on increasing student engagement during the teaching and learning process which also had a significant impact on increasing their test scores.

To enhance students' listening skills, teachers have to focus on objectives to provide effective and efficient instruction, ensuring the achievement of the planned objectives. Nurfitriana et al., (2024) stated that students who are aware of their listening challenges are more motivated to find solutions, leading to better outcomes in understanding spoken language. To reach this goal, the teacher modifies the material to be as simple as possible, making it easier for students to comprehend. The teacher also introduces straightforward listening strategies aligned with the dictation method (listening, understanding, and writing). Aziz et al., (2024) highlights that effective listening skills are crucial for creating engaging learning environments. Furthermore, to create a comfortable learning environment, teachers employ informal teaching methods, providing motivation and encouragement at the beginning and end of class. To ensure

students understand the instructions and material presented, teachers use a combination of Indonesian (70%) and English (30%). The teacher also incorporates gestures when introducing English vocabulary and provides opportunities for students to guess the meaning of the words mentioned.

Monitoring student's progress is another crucial aspect that teachers must pay attention to assess the effectiveness of the teaching methods employed. Panadero & Lipnevich, (2022) argue that ongoing assessment, such as monitoring students' progress through simple listening tests, allows teachers to identify areas where students may struggle and adjust their teaching methods accordingly. During the learning process, teachers need to be able to enhance students' progress or learning abilities, particularly in listening comprehension. To measure student progress and evaluate the effectiveness of the dictation method, teachers administer simple listening tests using audio recordings. Hsieh, (2024) argue that using a variety of assessment methods, including listening tests and dictation, ensures a more accurate evaluation of students' language abilities and progress over time. They also monitor students' progress in correctly writing down the vocabulary they hear by giving them opportunities to spell out the words they have listened to while writing them down.

Adapting and making adjustments is essential for teachers to consider in their teaching practice to ensure that the methods used effectively and efficiently enhance students' abilities. Griffiths, (2024) emphasizes that adaptive teaching strategies are essential for effective instruction. In applying the dictation method, the teacher implemented several changes in Cycle 2, including: 1) explaining with a loud and clear voice, 2) monitoring and controlling the classroom situation periodically, 3) providing opportunities for students to ask questions, and 4) allowing students to use their mobile phones. These changes had a positive impact on students' listening skills, evident through their increased participation in the learning process and improved test scores at the end of Cycle 2.

CONCLUSION

The conclusion is intended to help the reader understand why your research should. Based on the research results and discussion above, the author concludes that the dictation method is very helpful in improving students' listening skills. The application of the dictation method in the teaching and learning process follows four stages: planning, acting, observing, and reflecting. The planning stage is the stage where the researcher makes a lesson plan and modifies it according to the needs and problems experienced by students. The

planning stage is filled with the application or action of the dictation method which is carried out in 2 cycles, each filled with 4 meetings. The observation stage is the stage where the researcher observes and monitors the development of students' listening skills and the effectiveness of using the dictation method in the teaching and learning process. The reflection stage is the stage where the researcher tests the effectiveness of the dictation method by giving students a test to see the improvement in students' listening skills.

In the implementation of the dictation method in the teaching and learning process, the teacher's teaching effectiveness is a major factor in achieving the goals. The teacher's teaching effectiveness that focuses on achieving goals, student improvement, and significant changes makes students' one step closer to achieving their goals. The implementation of teaching methods that focus on these three things has a positive impact on the development of students' listening skills, which can be seen through the students' listening test scores in cycle 1 where only 2 students (18, 18 %) were able to pass, and only 5 out of 11 students (45, 45%) were able to write words correctly. There was an increase in student scores on the test at the end of cycle 2, which showed that 10 out of 11 students (90, 90%) passed the listening test and 72.72% of students were able to write the words they had heard correctly.

Based on the findings of applying the dictation method in class 10 E-1 at SMAS Catholic Santo Gabriel Maumere, the author would like to offer some suggestions. Firstly, to the students, the research results can be used as a reference to motivate them to improve their learning motivation and listening skills. Secondly, for English teachers, the research results can be used as a reference for teachers to adapt and use the dictation method in the teaching and learning process to improve students' listening skills. English teachers must also be able to master other techniques or methods to increase students' enthusiasm for learning and enliven the classroom atmosphere. Finally, for future researchers, the results of this study can be used as a reference for researching the improvement of listening instruction using the dictation method.

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