

# THE SURVEY OF DICTATION TECHNIQUE USE ON STUDENTS' LISTENING COMPREHENSION

Mamlumatul Khoiriyah<sup>1</sup>  
Refi Ranto Rozak, M.Pd<sup>2</sup>  
Siti Ermawati, M.Pd.I<sup>3</sup>  
IKIP PGRI Bojonegoro<sup>1,2,3</sup>  
[mamlumatulkhoiriyah98@gmail.com](mailto:mamlumatulkhoiriyah98@gmail.com)  
[refi.ranto@ikippgribojonegoro.ac.id](mailto:refi.ranto@ikippgribojonegoro.ac.id)  
[siti\\_ermawati@ikippgribojonegoro.ac.id](mailto:siti_ermawati@ikippgribojonegoro.ac.id)

## Abstract

Dictation is explained as a technique used in language teaching and language testing where a passage is read aloud to students. Dictation is used as a technique in which students receive some verbal input, hold this in their memories for a short time, and then write what they hear. In recent times, very few have conducted research on how students respond to applying dictation techniques to improve their listening comprehension. This research was carried out with the aim to investigate students' responses to the application of dictation techniques in listening comprehension. The study uses a survey research design, the researcher will conduct descriptive research to find out the phenomena and facts of students' difficulties in learning English skills by collecting basic data by means of description. The instrument to be used is a questionnaire consisting of twenty closed questions. After researchers get data from the field, the data will be analyzed using statistical procedures. In analyzing data, the data to be analyzed is quantitative data. Based on the results of the data analysis, it was found that the dictation technique had a positive effect on respondents in the process of learning English. The researcher also found that using dictation techniques to improve students' listening comprehension was interesting and suitable to apply in class.

**Keywords:** *Listening, Listening Comprehension, Dictation*

## Abstrak

Dikte dijelaskan sebagai teknik yang digunakan dalam pengajaran bahasa dan pengujian bahasa di mana sebuah bagian dibacakan kepada siswa. Dikte digunakan sebagai teknik di mana siswa menerima beberapa masukan verbal, menyimpannya dalam ingatan mereka untuk waktu yang singkat, dan kemudian menulis apa yang mereka dengar. Belakangan ini, sangat sedikit yang melakukan penelitian tentang bagaimana siswa menanggapi penerapan teknik dikte untuk meningkatkan pemahaman menyimak. Penelitian ini dilakukan dengan tujuan untuk menyelidiki tanggapan siswa terhadap penerapan teknik dikte dalam pemahaman menyimak. Penelitian ini menggunakan desain penelitian survei, peneliti akan melakukan penelitian deskriptif untuk mengetahui fenomena dan fakta kesulitan siswa dalam mempelajari keterampilan bahasa Inggris dengan mengumpulkan data dasar melalui deskriptif. Instrumen yang digunakan adalah angket yang terdiri dari dua puluh pertanyaan tertutup. Setelah peneliti mendapatkan data dari lapangan, maka data tersebut akan dianalisis dengan menggunakan prosedur statistik. Dalam menganalisis data, data yang akan dianalisis adalah data kuantitatif. Berdasarkan hasil analisis data diketahui bahwa teknik dikte berpengaruh positif terhadap responden dalam proses pembelajaran bahasa Inggris. Peneliti juga menemukan bahwa menggunakan teknik dikte untuk meningkatkan pemahaman menyimak siswa itu menarik dan cocok untuk diterapkan di kelas.

Kata kunci: Mendengarkan, emahaman mendengarkan, Dikte

## INTRODUCTION

Listening is the ability to identify and understand what others are saying. In understanding others' saying, the listener constructs the meaning and interpretations of what they've listened to. Listening is one of the four English skills that require the listener's ability to hear, understand, and interpret the information sent by the speaker Indriyanti (2013). Listening involves understanding a speaker's accent or pronunciation, grammar, and vocabulary. Therefore, mastery of listening is important to create the speaker's meaning while speaking.

The importance of listening to language learning can hardly be overestimated. Through in classrooms, students always do more listening than speaking. Listening competence is universally larger than speaking competence Brown (2000). According to Nunan (2003) "Listening is an active, purposeful process of making sense of what we hear." It means that listening is the very first language skill before people can speak, read, and write. In line with this, Vasiljevic (2010) speaks that "Morethan 45% of communicating time is spent on listening, which clearly shows how important this skill in overall language ability.

Based on the observation in a state Junior High School in East Java while Program of Teaching Practice there, the researcher found in the current class that the difficulties of students in understanding the material especially in listening comprehension. First, the researcher found that the teacher uses the traditional method in listening class. The teacher just explains about the material will be studied, play the listening material on the tape recorder and the students do the task without using any method or technique when instructing students to action. The researcher also looked that the students' response is low the student will be unmotivated and bored during learning listening class.

Indah (2019) researched the perceptions of students in carrying out dictation in the ESP class. by using descriptive methods for this research. This research was conducted at Cokroaminoto University Palopo. The study population was all fifth-semester students at Cokroaminoto University Palopo. According to the results of this study, shows that students' perceptions have advantages and disadvantages in carrying out the dictation method. It was concluded that dictation techniques can improve student vocabulary, train student cooperation, train students' concentration, and memory, and then make the learning process more fun, interesting, and not boring.

Sari (2012) examined the increase in students' listening comprehension by dictation method at SMA Negeri 1 Tanjungbintang. The population of this research is the first-grade students of SMA Negeri 1 Tanjungbintang consisting of seven classes and two classes selected as the experimental class and the try-out class. And stated The results of the study prove that there are significant differences in student achievement in listening skills before and after being taught through dictation techniques. The total pre-test score was 2068 and the post-test was 2592. The increase was 524. The average score of the pre-test was 57.44 and the post-test was 72.00. By comparing the pre-test and post-test averages, it can be found that the average increase is 14.56. That proves that student grades have significantly increased because  $p < 0.05$  ( $p = 0,000$ ). Based on the data, it can be concluded that there are significant differences in student achievement in listening skills before and after being taught through dictation techniques.

Marzban (2013) investigated the effects of partial dictation on listening comprehension ability (LC) of Iranian intermediate EFL students. T-test results show that dictation has a significant influence on the ability of listening comprehension of participants in the experimental group. Again average scores from the experimental group were significantly higher than those in the control group. It cannot be denied that effective Dictation techniques are used to teach students' listening comprehension.

Kuo (2010) examined the broad problem of decoding/listening from word recognition and word segmentation in speech connected at normal speed among EFL students at Taiwan university at the secondary level. Significant results from the paired sample t-test indicate that partial dictation of the English language radio teaching program (PDETRP) can effectively improve student understanding. The results of the two questionnaires revealed that (a) 90% of students needed a partial dictation handout to facilitate their listening, (b) 87.0% looked at this listening activity effectively increasing their understanding, (c) 74.2% the level of difficulty thinking from PDETRP accordingly, and (d) 80.6% consider the amount of weekly PDETRP homework sufficient.

According to the researchers above, their research has several similarities and differences with the researcher. The similarities used are pre-experimental research designs, using dictation strategies, and focus on listening skills. The difference is the first subject of research data. Previous research took data from eleventh-grade students, while the authors took data from eighth grade. Finally, the place of research is also different. Previous research was carried out at SMA Negeri 1 Tanjungbintang, at Cokroaminoto University Palopo. while the writer takes place in one of the secondary schools in East Java.

Based on the background above, the researcher formulates the problem as follow: (1)."How do students respond to the application of dictation technique in students' listening comprehension?." (2)."How is the implementation of dictation technique in students' listening comprehension?."

Based on the problem above, the purpose of this research is as follow: "To investigate students' response toward the implementation of dictation techniques in listening comprehension." And "To know what the implementation of dictation techniques is in students' listening comprehension. "

## **METHOD**

In this research researcher used primary data because researcher collected it directly and used online questionnaire to obtain the data. The data collection method stated by Arikunto (2002) is a method used by researcher to collect research data. In this study, researcher used survey research. In this case, the researcher makes the same systematic question for many people (in this study students are as respondents), then all the answers obtained want to record, process, and analyze. The question is about applying dictation techniques to improving students' listening comprehension.

The subjects of this study were students of class VIII one of the junior high schools in East Java in the academic year 2019/2020. There are 43 students in the class, consisting of 43 female students.

## **FINDINGS AND DISCUSSION**

This section presents the results of data collected from the questionnaire. To get data from students, researcher used an online questionnaire that was distributed to students. The statements in the questionnaire represent students' experiences and attitudes towards learning to students' listening comprehension in English through dictation techniques. The questionnaire consisted of twenty closed statements. In this study, dictation is only used as a teaching technique to improve students' listening comprehension skills. And the statements is made by considering the following indicators; a. Students' perceptions about dictation techniques in English, b. Integration of dictation techniques in English skills, c. Application of dictation techniques in learning English.

a. Students' Perceptions of Dictation Techniques in English

This section shows student data about the influence of dictation techniques in the learning process. From the data collected, researcher obtained students' perceptions about learning English through dictation techniques. The following table presents the results of the collected data.

**Table 4.1 Student's Perceptions on the Use of Dictation Techniques in Teaching Listening**

NO	STATEMENT	SA	A	N	SD	D
1.	I have learned listening from elementary school to university.	(16,3%) 7 Students	(46,5%) 20 Students	(11,6%) 5 Students	(16,3%) 7 Students	(16,3%) 7 Students
2.	I have been familiar with English spoken texts.	(9,3%) 4 Students	(30,2%) 13 Students	(51,2%) 22 Students	(2,3%) 1 Students	(11,6%) 5 Students
3.	The teacher uses dictation technique as one of listening listening technique.	(25,6%) 11 Students	(39,5%) 17 Students	(14%) 6 Students	(7%) 3 Students	(16,3%) 7 Students
4.	When using dictation techniques in English, listening lesson atmosphere becomes more fun.	(20,9%) 9 Students	(34,9%) 15 Students	(18,6%) 8 Students	(2,3%) 1 Students	(23,3%) 10 Students
5.	I enjoy using dictation in my listening lesson	(4,7%) 2 Students	(32,6%) 14 Students	(44, 1%) 19 Students	(2,3%) 1 Students	(16,3%) 7 Students

**SD: Strongly Disagree; D: Disagree; N: Netural; A: Agree; SA: Strongly Agree**

Table 4.1 statement number one shows that those who chose strongly agreed were (16.3%), while (46.5%) chose to agree, and (11.6%) chose naturally. On the other hand, (16.3%) of respondents chose to strongly disagree while the rest (16.3%) chose to disagree. Statement number one is asking whether the respondent has started learning English since he was in elementary school, and the results of student responses can be seen from the Table 4.1 means that the respondent has learned English since elementary school and will even continue to get to college.

From the results of students' responses it can be said that they have learned to listen to English since school, that in line with listening is one of the important skills in the four basic skills in learning English. In addition, it is very necessary to provide basic training to students about the concept of learning to listen so that they have good listening skills and can obtain knowledge that can be applied in daily life.

Statement number two about students' experiences of English language texts in their learning process. The data in table 4.1 shows that those who strongly agreed were (9.3%), while (30.2%) chose to approve, and (51.2%) chose naturally. On the other hand, (2.3%) of respondents chose not to agree when receiving (11.6%) chose not to agree. Based on the

results presented above, it can be seen that students who have used English texts are used in the learning process.

Based on the results of the percentage of Table 4.1 statement number two as much as 51.2% chose natural, it can be said that according to the value of more in English itself. Because many sectors use English as the language of instruction, apart from that English is the most commonly used or the most commonly used throughout the world even in the sectors of science, aviation, computers, education, etc. Therefore, respondents have started to be familiar with English texts.

The third statement relates to the use of dictation technique as one of the techniques used in the process of learning to listen to English. Table 4.1 shows that (25.6%) chose strongly agree and (39.5%) chose to agree. About (14%) of respondents chose natural, while (7%) chose to strongly disagree and (16.3%) of other respondents chose to disagree. Here you can see that (39.5%) of respondents chose to agree and only (7%) chose to strongly disagree, so it can be said that the respondents agreed that the teacher chose the dictation technique as one of the learning techniques used in improving students' listening comprehension in English.

In view of the many respondents who choose to agree if their teacher uses dictation techniques as one of the learning techniques applied to learn to listen to English, it is in line with the skills in listening activities. Among them are the ability to identify sounds, the ability to understand meaning grammatically, the ability to capture the essence, the ability to take notes while listening, etc. Meaning indirectly, if the teacher applies dictation techniques during the learning process it can improve students' listening comprehension in English.

The fourth statement in table 4.1 presents that the use of dictation techniques makes the learning atmosphere more enjoyable when learning to listen to English. The data shows that there were (20.9%) of respondents who chose to strongly agree and followed by (34.9%) of the respondents who chose to agree. On the other hand, (18.6%) of respondents chose natural and (2.3%) chose strongly disagree and as many as (23.3%) chose to disagree with the statement. From the data above, it can be seen that the dictation technique does help them to build a pleasant mood in the process of learning to listen to English.

As many as 34.9% of respondents who chose agreed with the statement that the dictation technique did help them to build a pleasant mood in the process of learning to listen to English, so it can be said that dictation technique is one effective way to make the classroom atmosphere become a lot of fun. Indirectly by applying dictation techniques, it means the teacher has a role to make listening to English lessons always interesting and not boring, because the teacher is the main facilitator in the class.

The fifth statement is about the compatibility of dictation techniques with student learning, whether they enjoy learning to listen using dictation techniques. Following are the results of the questionnaire that was filled in by respondents stating that at (4.7%) strongly agree, (32.6%) agree, (44.1%) natural, (2.3%) strongly disagree, and (16.3%) disagree. From the results of the percentage above, researchers know that most students enjoy when dictation techniques are applied in the process of learning to listen to students' English.

In learning to listen in English as a foreign language is considered a difficult skill for various reasons, only students feel uncomfortable with the learning techniques applied by the teacher when in class. By looking at Table 4.1 the last statement states that only 1 respondent or 2.3% chose to strongly disagree, it indicates that the majority of students feel comfortable with the dictation technique applied by the teacher during the learning process in class.

Based on the results of table 4.1 above, the researcher found that according to the first sub regarding students' perceptions of the application of the dictation technique they responded well. In fact they feel that the learning they do is more interesting and enjoyable and they feel more enjoy learning to listen to English texts using dictation techniques to improve their listening comprehension.

In addition, dictation exercises are very important especially to develop students' listening skills for phonemes, dictation can also be made more fun and interesting. Dictation also has several advantages including making students more active when learning takes place, can lead to oral activities, can be used for large groups, can provide a way to access interesting texts, etc. That way it can be said that the dictation technique is suitable to be applied in students' listening comprehension.

#### b. Integration of Dictation Techniques in English Language Skills

The next section discuss is about the integration of dictation techniques in English listening skills. Researchers want to know whether dictation techniques have a large role in improving students' English listening skills. In the following table, there are data from respondents in response to the questionnaire.

*Table 4.2 Influence on Listening Skill*

NO	STATEMENT	SA	A	N	SD	D
1.	The dictation tehniqe made me easier to learn listening in English	(7%) 3 Students	(39,5%) 17 Students	(34,9%) 15 Students	(0%) 0 Students	(18,6%) 8 Students
2.	My teacher accents in English by listening to texts using dictation techniquee in learning English in class	(7%) 3 Students	(55,8%) 24 Students	(18,6%) 8 Students	(2,3%) 1 Students	(16,3%) 7 Students
3.	I learned to say the correct English words by listening to texts taught using English dictation techniques	(16,3%) 7 Students	(44,1%) 19 Students	(25,6%) 11 Students	(7%) 3 Students	(7%) 3 Students
4.	I can distinguish accencts trough dictation techniques in listening to lesson	(7%) 3 Students	(32,6%) 14 Students	(46,5%) 20 Students	(0%) 0 Students	(14%) 6 Students
5.	Listening using dictation techniques keeps new words memorable	(20,9%) 9 Students	(34,9%) 15 Students	(39,5%) 17 Students	(2,3%) 1 Students	(4,7%) 2 Students
6.	Listening using dictation techniques helped me learn about the proper way of English	(14%) 6 Students	(44,1%) 19 Students	(27,9%) 12 Students	(4,7%) 2 Students	(11,6%) 5 Students
7.	I learned to recover correct English words by asking to use dictation techniques	(23,3%) 10 Students	(30,2%) 13 Students	(30,2%) 13 Students	(2,3%) 7 Students	(16,3%) 1 Students
8.	Listening using dictation techniques is a great medium for supporting speaking and listening	(30,2%) 13 Students	(30,2%) 13 Students	(25,6%) 11 Students	(4,7%) 2 Students	(11,6%) 5 Students

***The Continuation of Table 4.2 Influence on Listening Skill***

9.	Spending time using dictation techniques in English makes me spend more time with English words	(11,6%) 5 Students	(51,2%) 22 Students	(30,2%) 13 Students	(4,7%) 2 Students	((2,3%) 1 Students
10.	With the support of dictation techniques in English, I can improve my skills faster than before my listening comprehension	(14%) 6 Students	(37,2%) 16 Students	(37,2%) 16 Students	(11,6%) 1 Students	(2,3%) 5 Students

**SD: Strongly Disagree; D: Disagree; N: Netural; A: Agree; SA: Strongly Agree**

Table 4.2 presents data on the role of dictation techniques in English proficiency especially in students' listening comprehension. In addition, researchers also want to find out about improving listening skills caused by the application of dictation techniques. This section of the questionnaire consists of ten statements. Statement number six discusses students' attitudes toward using dictation techniques, while the remainder of the statement discusses the role of dictation techniques in helping respondents with their learning process.

Statement number one in part b relates to the supporting benefits of dictation techniques, whether students find it easier to learn to listen with these dictation techniques. From the results of the questionnaire, (7%) chose to strongly agree, and followed by (39.5%) of respondents chose to agree. Meanwhile, (34.9%) of respondents chose to be natural, in this statement no one chose to strongly disagree and the rest (18.6%) chose to disagree. With more agreeing answers compared to disagreeing answers, it can be concluded that respondents find it easier to learn to listen by using dictation techniques.

The dictation is a learning method that has been very popular among educators, it can be imagined that by using dictation techniques students find it easier to learn to listen to English. Then the teacher should update the dictation method or technique so that students always find it easier to understand the material, seen from the answers to agree more than the answers do not agree then it can be concluded that students find it easy to learn to listen to English.

Statement number two is to confirm whether the dictation technique helps the respondent to adapt to the English accent. The data shows that (7%) of respondents chose not to agree while (55.8%) chose to agree and (18.6%) chose naturally. (2,3%)of respondents chose to strongly disagree and (16.3%) chose to agree with the statement. In accordance with the data above convinced researchers that the dictation technique helped respondents to adapt to a certain accent in English, because more than (50%) of the number of respondents they chose to agree with the statement.

In accordance with Table 4.2 the results of the percentage of the second statement as much as 55.8% chose to agree. Like Indonesian, it turns out that English does not necessarily have a default that we usually study or there are various types of regional languages and from these regional languages there are more types. Likewise with English, the native speakers also have differences in speaking style or accent in each region. Therefore, with the teacher

applying the dictation technique students are introduced to the accents that are in the English text.

The next statement is number three to find out whether respondents feel more able to pronounce English words in learning texts using dictation techniques. There were (16.3%) who chose strongly to agree and (44.1%) chose to agree. About (25.6%) chose natural while (7%) chose to strongly disagree followed by (7%) chose to disagree. From the results of the students' responses it was found that most students agreed that they could pronounce English words better after listening to the text with dictation techniques.

As shown in Table 4.2 the third statement that as many as 19 respondents chose to agree, it shows that with the dictation technique they can learn the correct words and use them regularly in learning English. It all depends on the characteristics of each respondent how they memorize English words, it can be said that the dictation technique is one of the effective techniques to be applied and helps students how to easily learn to listen.

Statement number four is to confirm whether dictation techniques help respondents to distinguish accents in learning to listen to English. Data shows that (7%) of respondents chose not to agree while (32.6%) chose to agree and (46.5%) chose naturally. And none of the respondents chose strongly disagree and (14%) chose to agree with the statement. The above data convinced researchers that the dictation technique helped respondents to distinguish accents in learning to listen to English, because no one chose to disagree.

In language skills there are several things that must be mastered, one of which is listening skills, from statement number four there are no respondents who chose to strongly disagree. Various experiences in carrying out English learning indicate that the ability to listen to students is not optimal, where students involved in learning activities are able to listen well and correctly are still very few. But after the teacher uses the dictation technique the students feel more involved and get to know the accents that are in English.

Statement number five is about using dictation techniques to make it easy to remember new words for respondents. The data shows that those who strongly agree are (20.9%), there are (34.9%) of respondents who choose to agree. On the other hand, (39.5%) chose to be natural and (2.3%) chose strongly disagree and (4.7%) agreed. From the data collected it can be seen that the majority of respondents choose to agree and strongly agree that the application of the dictation technique during the learning process makes it easier for students to remember new words for the respondent.

Having good English language skills is an indispensable skill for now, English language skills provide many benefits for life in the present. The reason is that it is easy to establish social interaction, facilitate the search for knowledge outside the national scope so as to open up insights on science and technology. From the results of the percentage of Table 4.2, the fifth, if the sum added to the choice of agree and strongly agree as much as 50% more, it shows that students can remember more new words when applied dictation techniques when listening to the lesson. And most importantly with so students' English proficiency can be improved.

The next statement is number six which discusses what the dictation technique gives respondents in learning about the proper way of English. The data presented who chose strongly agree are (14%), (44.1%) agree, and (27.9%) natural. On the other hand, (4.7%) stated strongly disagree with the statement, and also (11.6%) of respondents chose not to agree. The researcher concludes that the dictation technique provides a big role in learning



about the proper way of English, because it is seen from the majority of respondents who approve the statement.

Regarding the data from Table 4.2, the researcher was interested in the majority of the answers of 19 respondents who agreed, it could be concluded that the dictation technique gave a big role in learning about how to use proper English. The results also showed that students felt that the dictation technique really helped them learn English correctly. Because having good foreign language skills is an asset that a person must have in the current era of globalization.

Statement number seven is about using dictation techniques to recover correct English words for respondents. The data shows that those who chose strongly agreed were (23.3%), there were (30.2%) of respondents who voted in favor. On the other hand, (2.3%) chose to strongly disagree and (16.3%) agreed. From the percentage above it can be seen that the majority of respondents use dictation techniques to recover the correct English words for them.

Listening ability is a receptive form of language ability, this ability clearly dominates student activity compared to other skills. Teaching is one of the abilities that are considered difficult but a little neglected. A person's ability to understand spoken language is one of the important factors in language learning, because in reality in the daily life of language the most widely done by someone is listening activity. From the percentage of the above it can be seen that the majority of respondents agreed to use dictation techniques to recover the correct English words for them.

Statement number eight is to investigate that the dictation technique is a good medium for supporting English speaking and listening skills. Almost the same as the previous statement, (30.2%) of respondents chose strongly agree, the same as before (30.2%) of respondents chose agree. (25.6%) chose to be natural and only (4.7%) chose strongly disagreed and (11.6%) chose to disagree. The data convinced researchers that learning to use dictation techniques helped respondents support their ability to speak and listen to English.

Listening can be achieved by listening to the differences between one expression and another. In order to understand the form and meaning of what is heard, it is necessary to practice exercises in the form of listening to the material given. 30.2% of respondents chose strongly agreeing, it indicates that the teacher using dictation techniques students find it helpful to improve their speaking and listening skills so that students can better understand the use of English.

Statement number nine is a deeper investigation that the dictation technique helps students happily spend a lot of their time learning English. Based on the data, there are those who strongly agree with (11.6%), and (51.2%) of respondents choose to agree. About (30.2%) of respondents chose doubt, (4.7%) strongly disagree, and at least around (2.3%) strongly agree. The data above proves that dictation techniques not only help to listen to English, but also really help respondents so that they are happy to spend time learning English, it is proven that half of the total respondents chose to agree with the statement.

Language is one of the systematic communication tools to express ideas, feelings, opinions, and ideas by using sounds, gestures, gestures and common signs that have meaning that can be understood. One to be able to use language properly and correctly requires the ability to listen well, and it must be studied continuously. With the results of Table 4.2 it is known that by applying the dictation technique, they feel they spend more time listening to English.

The last statement in part b, number ten, expresses the support of dictation techniques in increasing students' listening comprehension more quickly. Data from table 4.2 shows that those who strongly agree are 14%, 37.2% agree, and 3.7% choose doubt. There were 11.6% choosing to strongly disagree and also 2.3% choosing to disagree. According to the above data the majority of respondents agreed to the statement, for this reason the researcher knew that the dictation technique helped the respondent to improve students' listening comprehension more quickly.

Having good language skills can provide a positive role in daily life, one can easily communicate ideas, feelings, desires, opinions and needs. Without having good language skills, someone will have difficulty in expressing and understanding the intentions of others. Based on the last statement in section b, a percentage of 2.3% voted against, which shows that respondents helped improve listening comprehension faster.

Based on the results of table 4.2 above, the researcher found that in accordance with the second sub regarding integration of the application of dictation techniques in English listening skills. From the above data the researcher knows that dictation technique has a big role in improving students' English listening skills. They even find it easier to remember new words in English, they also learn how to use English appropriately, in addition they also feel happy to spend their time learning to listen using dictation techniques.

From the results of Table 4.2 it can be said that students do not feel difficulty in using dictation when understanding listening to English. They better understand what the role of the listener really is, how complex the grammar is, and the vocabulary used by the teacher. In addition, they have indirectly learned how far the listener is involved in interacting with the speaker or dictator.

### c. Implementation of Dictation Techniques in Learning English

The third sub part discusses the application of dictation techniques to students' English learning processes. The researcher wants to know how when the dictation technique is applied can help respondents to improve their listening skills. In table 4.3 there are five statements that discuss the implementation of dictation techniques in learning English. Statements number one through five discuss the methods used by respondents to benefit from dictation techniques. Meanwhile, the last statement discussed the general perception of how listening using dictation techniques influenced their English skills.

**Table 4.3 Implementation of Dictation Techniques in Learning English**

NO	STATEMENT	SA	A	N	SD	D
1.	I learn listening passively using dictation technique	(4,7%) 2 Students	(37,2%) 16 Students	(32,2%) 14 Students	(25,6%) 1 Students	(2,3%) 11 Students
2.	I work on the problem quickly discussing the teacher using dictation techniques in English lessons	(7%) 3 Students	(30,2%) 13 Students	(46,5%) 20 Students	(0%) 7 Students	(16,3%) 0 Students
3.	I aware that dictation technique is important to help me learn listening	(20,9%) 9 Students	(51,2%) 22 Students	(18,6%) 8 Students	(2,3%) 1 Students	(9,3%) 4 Students
4.	Stopping and playing some parts of English	(9,3%) 4 Students	(41,9%) 18 Students	(37,2%) 16 Students	(2,3%) 1 Students	(11,6%) 5 Students

---

	speaking text using dictation techniques help me listen to the details of the habits of the native speaker in the coversation, such as connected spech					
5.	I often read about teacher applying dictation tehniques to English lesson	(14%) 6 Students	(41,9%) 18 Students	(23,3%) 10 Students	(7%) 3 Students	(18,6%) 8 Students

---

Statement number one in part three expresses the application of dictation techniques in helping respondents to be able to listen passively. There are 4.7% who chose to strongly agree and 37.2% chose to agree. Around 32.2% voted hesitant while 25.6% chose strongly disagreeing followed by 2.3% disagreeing. The results that researchers obtained from the data above are almost the same as the previous table, where most students choose to agree because they can listen passively when the dictation technique is applied.

The main purpose of listening is to capture and understand the messages, ideas and ideas contained in the material being watched. Passive listening is listening to a discussion that is done without conscious effort. Passive listening activities are usually carried out in daily life, generally passive listening takes place by accident or by accident. In Table 4.3 the first statement shows that some 37.2% respondents chose to agree. That means students are not aware that they have learned much to listen when the dictation technique is applied.

Statement number two investigates dictation technique support in students' listening skills, students can solve problems more quickly when teachers use dictation techniques. Slightly different from the previous statement, (7%) chose to strongly agree. About (30.2%) chose to agree, (46.5%) chose doubt, none voted strongly disagree, and (16.5%) chose to disagree. The data above shows that (30%) more of the respondents felt helped by dictation techniques to solve problems in listening to English when their teachers applied the dictation technique during the learning process.

English listening is not easy, but that does not mean it's something that is impossible to master well. One of the tips to be able to listen well is not translating while listening, where translating when listening to English will make your concentration divided and actually miss what you should be listening to. In accordance with the results of the second percentage statement in Table 4.3 shows that 20 respondents chose natural, it means that respondents felt helped by dictation techniques to solve problems in a relatively quick time when their teachers applied dictation techniques during the learning process.

The third statement is to get information about using dictation techniques in listening skills whether students feel dictation techniques are important for learning to listen. Based on the data in table 4.3, (20.9%) of respondents who voted strongly agreed, but there were (51.2%) of respondents who chose to agree and (18.6%) chose doubt. On the other hand, (2.3%) of respondents chose to strongly disagree and (9.3%) of respondents chose to disagree. The results show that half of the respondents agreed with the statement, and it can be concluded that the dictation technique is very important and can help respondents to improve their listening comprehension.

Students are motivated to learn if new material or ideas are provided that are original or new and different from what they have. This means that listening learning materials are up to date information that is different from the information that has been learned. There was

only one respondent who chose to strongly disagree, that means students felt that the dictation technique was one of the techniques that was very important to apply to the learning of listening comprehension and that could affect student learning achievement.

The fourth statement is handled for students hearing native speakers' habits, such as conjunctions. Data shows that (9.3%) of respondents chose strongly agree, (41.9%) chose to agree, and followed by (37.2%) chose doubt. Meanwhile, (2.3%) of respondents chose to strongly disagree and the remaining (11.6%) chose to disagree. Given the fact that the majority of respondents chose to agree, it can be concluded that respondents were helped by dictation techniques to find out the native speaker habits.

Native speakers are native foreign language speakers or speakers, especially English because since they were born foreign languages have become their first languages. Native also has different customs or cultures from foreign language learners, so indirectly if the teacher applies the dictation technique then indirectly the teacher has introduced native speaker habits to students. Given the fact that the majority of respondents chose to agree, it can be concluded that the respondent was familiar with native speaker habits.

The last statement relates to students' attitudes towards learning dictation techniques, whether they often read books relating to dictation techniques. From the data collected, (14%) who voted strongly agreed and (41.9%) chose to agree and (23.3%) chose not to decide. However, fewer respondents voted otherwise, (7%) chose strongly disagreeing followed by (18.6%) of respondents choosing disagree. In conclusion, dictation techniques have a positive effect on respondents, because there as many as (40%) of respondents agree with the statement means they feel that with dictation techniques they learn English more often.

In learning English, strong motivation is needed so that students are enthusiastic about finding material outside of the lesson to develop their abilities in English. A total of 18 respondents chose to agree it shows that they often read about the application of dictation techniques, it shows that outside of class they already have the awareness to develop their English skills.

Based on the results of table 4.3 above, the researcher found that in accordance with the third sub regarding the application of dictation techniques in learning English, when dictation techniques are applied they can learn passively, they can also overcome problems more quickly when their teachers use dictation techniques, they also realize that dictation techniques are important to use in learning to listen, while also being able to learn to hear the habits of native speakers. In fact they often find out more about the dictation technique that has been applied by their teacher. It shows that they are happy and helped when their teacher applies the dictation technique in learning to listen to English.

Based on the results of the study, researcher found that using dictation techniques to improve students' listening comprehension was interesting and suitable to apply in class, they also responded well. In addition, researchers know that dictation techniques have a large role in improving students' English listening skills. Respondents can also deal with problems more quickly when their teachers use dictation techniques, they also realize that dictation techniques are important to use in learning to listen, while also being able to learn to hear the habits of native speakers. Detailed analysis will be explained based on the presentation of data and data results, this chapter presents a discussion of how the data results are implemented in relation to the theory.

#### a. Students' Perceptions of Dictation Techniques in English

Pappas (1977) argues that dictation has been considered a useful way to develop students' listening comprehension and verbal retention skills. If listening is only explained as understanding what we hear, it assumes that we must correctly identify what has been said. But speech recognition can be far from direct to EFL/ESL listeners, especially because English presents to them special difficulties in the form of acoustic blurring from lexical boundaries in connected speech. No wonder Field (2003) argues that the most common cause of perception of impaired understanding is lexical segmentation, identification of words in connected speech.

#### b. Integration of Dictation Techniques in English Language Skills

Cahyono and Kusumaningrum (2011) states that the fact says that many students have difficulty listening, especially when they are dealing with natural conversation material. This is because they have to deal with many difficult inputs, such as speaker expression, speaker volume, speaker speaking speed, speaker diction, and also the cultural background that is carried in the conversation. Especially here students have difficulty in the volume of the speaker.

But from the results of table 4.2 states that dictation gives a great influence in students' listening comprehension. This means that in line with research findings, it was found that the dictation technique is a good learning technique in learning English. The reason is explained by Nation (2014) which says that a useful thing to do in the early stages of learning a language is to listen to the way in which the language is used, even when you don't understand anything. Moreover, listening enables sound analysis that is fast and precise that is heard by Hartley (2007), with the support of dictation techniques applied by the teacher while in class.

#### c. Implementation of Dictation Techniques in Learning English

From the results of the percentages in Table 4.3 students get significant benefits from consistent dictation techniques. The findings of this study are in line with Hughes (1989), Buck (2001), Lin (2003), and Nation and Newton (2009), because they claim that training with dictation helps students improve their listening comprehension. The value of dictation can be increased further if students know what mistakes they made. Providing feedback about the accuracy of their dictation practices, can function as an awareness raising activity for students.

### **CONCLUSION**

After conducting research, researcher found that the majority of respondents agreed on the application of dictation techniques in developing their English skills. Students find many benefits of using dictation in their listening comprehension. In conclusion, the researcher found that using dictation techniques to improve students' listening comprehension was interesting and suitable to apply in class, they also responded well. In addition, researchers know that dictation techniques have a large role in improving students' English listening skills. Because the respondent can also deal with problems more quickly when their teacher uses dictation techniques, they also realize that dictation techniques are important in learning to listen, while also being able to learn to hear the habits of native speakers. Using dictation techniques to improve students' listening comprehension and develop English language skills and elements is a good choice. The students' responses were also very good.

The purpose of this study is to investigate students' responses to the application of dictation techniques in listening comprehension. After successfully completing the study, the researcher also wants to provide some suggestions for the application of dictation techniques

in the classroom. By looking into the research results, teachers can continue to use dictation techniques to support the development of students' English listening comprehension as a source of their teaching.

## REFERENCES

- Arikunto, S. (2002). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Brown, H. D. (2000). *Teaching by Principle: An Interactive Approach in Language pedagogy*. New York: Addison Wesley Longman, Inc.
- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Cahyono, B. Y., Kusumaningrum, S. R., & Prayogo, J. A. (2011). The effect of different types of peer feedback provision on EFL students' writing performance. *International Journal of Instruction*, 12(1), 213–224. <https://doi.org/10.29333/iji.2019.12114a>
- Hartley, J. (2007). Reading, writing, speaking and listening: perspectives in applied linguistics. *Applied Linguistics*, vol. 28, no.2, 316-320.
- Hughes, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Indah, O. D. (2019). *Students' Perception on Running Dictation Method in Esp Classroom*. In IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature (Vol. 7, Issue 1). <https://doi.org/10.24256/ideas.v7i1.715>
- Indriyati, D. (2013). *Teaching Listening Using Dictogloss to Improve Students' Listening Skill at the Eighth Grade of Smp Negeri 1 Pangenan*. Cirebon: Swadaya Gunung Jati University Press.
- Kuo Y. 2010. Using partial dictation of an English teaching radio program to enhance EFL learners listening comprehension. *Asian EFL Journal*, 47, 1-26.
- Lin, Y. J. (2003). *A Case Study on the Effects of Applying Authentic Materials as Listening Comprehension Supplements for EFL Senior High School Students*. Unpublished Master's Thesis, National Chengchi University, Taipei, Taiwan.
- Marzban, A., & Abdollahi, M. (2013). The effect of partial dictation on the listening comprehension ability of Iranian intermediate EFL learners. In *International Research Journal of Applied and Basic Sciences* (Vol. 5, Issue 2, pp. 238–244).
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge Publisher.
- Nunan, D. (2003). *Research Method in language*. Cambridge University press.
- Pappas GS. (1977). You mean you still give dictations? *Language Arts*, 54, 936-939.

Sari, F., Sukirlan, M., & Suka, R. (2013). *Improving Students Listening Ability Through Dictation Technique At the First Year Students*. In UNILA Journal of English Teaching (Vol. 2, Issue 3).

Vasiljevic, Z. (2010). Dictogloss as an Interactive Method of Teaching Listening comprehension to L2 learner. *English Language Teaching*, 3(1), 41-52. <http://dx.doi.org/10.5539/elt.v3n1p41> View, CA: Mayfield Publishing.

**APENDIX 1: QUESTIONER (Original version in English)**

Name :

Class :

NO	STATEMENTS	SA	A	U	D	SD
1.	I have learned English since I was in elementary school					
2.	English text is suitable for me as learning material					
3.	The teacher uses dictation technique as one of the media in learning English					
4.	When using dictation techniques in English, the learning atmosphere becomes more fun.					
5.	I enjoy using dictation on English texts as my learning media in learning English					
6.	The dictation technique in English lessons made it easier for me to make it easier to listen to English words					
7.	I introduce some accents in English by listening to texts using dictation techniques in learning English in class					
8.	I learned to say the correct English words by listening to texts taught using English dictation techniques					
9.	Listening using dictation techniques keeps new words memorable					
10.	I can distinguish English really through dictation techniques in English lessons					
11.	Listening using dictation techniques helped me learn about the proper way of English					
12.	I learned to recover correct English words by asking to use English techniques					
13.	Listening using dictation techniques is a great medium for supporting speaking and listening					
14.	Spending time using dictation techniques in English makes me spend more time with English words					
15.	With the support of dictation techniques in English I can improve my skills faster than before					
16.	I borrowed passively while studying English using dictation techniques					
17.	I work on the problem quickly discussing the teacher using dictation techniques in English lessons					
18.	Using dictation techniques in English helped me learn to speak like a native speaker					

19.	Stopping and playing some parts of English speaking text using dictation techniques help me listen to the details of the habits of the native speaker in the conversation, such as connected speech					
20.	I often read about teachers applying dictation techniques to English lessons					

**SA ; Stongly Agree, A ; Agree, U ; Undecided, D ; Disagree, SD ; Stongly Disagree**