

The Effectiveness of Dictation Strategies Toward Students' Listening Skill of Class X in English Lesson at MA Pancasila Bengkulu City

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Abstract: This study examined the effectiveness of dictation strategies on the listening skill of Class X students in English lessons at MA Pancasila, Bengkulu City. It addresses a research gap in the limited number of studies exploring the use of dictation strategies in senior high school English as a Foreign Language (EFL) contexts. A quantitative approach was employed using a quasi-experimental design with a pre-test and post-test model. The sample consisted of 17 students, divided into two groups: an experimental group (9 students) and a control group (8 students). Listening skill was assessed using two instruments: a fill-in-the-blank listening test and comprehension questions. The treatment was conducted over seven learning sessions using thematic dialogue material. The findings revealed a notable difference in improvement between the two groups. The experimental group's mean score increased by +15.89 points (from 69.67 to 85.56), while the control group improved by +7.12 points (from 69.63 to 76.75). Although the difference was not statistically significant ($t\text{-value } 1.27 < t\text{-table } 2.131$), the substantial practical gains and a decrease in the standard deviation in the experimental group indicated a positive effect of the dictation strategy. These results support the theories of Vandergrift, L. & Goh (2012), who argue that active listening strategies like dictation can enhance students' focus and comprehension. Moreover, the findings suggest that dictation can help narrow performance gaps among students, leading to more equitable learning outcomes. Therefore, integrating dictation into EFL curricula may serve as an effective alternative strategy for improving listening skills in secondary education.

Keywords: Dictation Strategy, Listening Skill, Quasi-Experimental

A. Introduction

This research aims to determine the effectiveness of dictation strategy toward students' listening skill class X in English Lesson at MA Pancasila, Bengkulu City. Listening skills are one of the important aspects in language acquisition, but are still a challenge for most students. (Brown & Douglas, 2004), Stated This listening comprehension is the foundation of all language skills, because without understanding spoken language, students will have difficulty in the overall language learning process. (Vandergrift, 2007) also emphasized that listening is an active

process that involves concentration and interpretation of the message heard. Listening is not just a passive activity, but requires full focus and the skill of processing information quickly and accurately.

Based on the initial test results and pre-tests, it's known that the mean value of the level of listening in each student is still said to be low, namely 69.67 in the experimental group students and 69.63 students in the control group. This shows that students from both groups still have difficulty in understanding information from English spoken texts. (Hamouda, 2013), stated the listening skill requires students' ability to recognize what they hear, including grammar, vocabulary, pronunciation, and meaning. This shows that listening skills are not only about hearing, but also processing complex linguistic information. In addition, (Hwaider, 2017) emphasized that oral comprehension depends on students' ability to interpret speech as a whole, including sentence structure and context. If these difficulties are not overcome with the right learning approach, they can have an impact on low motivation and student learning outcomes in the listening aspect.

This weakness in listening skills encourages the need for appropriate learning strategies so that students can be more active and focused in understanding the content of the material delivered orally. (Chuin & Kaur, 2015) stated that good learning strategies can help students learn more independently and utilize their cognitive potential to the maximum in the learning process. One strategy that researchers can use is the dictation technique or dictation strategy. Nation & Newton (2008) stated, the dictation strategy is a useful language learning activity because it can develop various skills at once including listening, writing, and understanding sentence structure. The advantage of the dictation strategy lies in direct practice involving written input together, which strengthens students' ability to grasp spoken language.

According to Agustiani & Yulia (2018), they revealed that the dictation strategy is one strategy that can make students focus and make the learning situation fun. research conducted by (Destiana, M., Ys & Inayah, 2019) shows that in the dictation strategy, teachers can carry out several activities, starting with dictating a reading to students, then students are only asked to listen to what the teacher says in front of them and remember the reading, then students are asked to transfer what they have obtained from other students. Dictation strategy is an activity that can be used to improve students' abilities and skills in listening, but also to understand spelling and punctuation and to understand the meaning of the sentences they hear, (Mentari, 2018). According to (Indah, 2019) stated that dictation is one strategy that can increase students' self-confidence and motivation. Also according to (Dhea Saragih, 2022), stated that the use of dictation in teaching listening can make students have high concentration in the learning process. Students can be more active in participating in learning activities. Dictation is also a fun listening learning strategy and can create an interesting learning atmosphere. This strategy encourages students to listen carefully

to each word that is read, then write it back accurately. Through this process, students not only practice listening skills, but also concentration, spelling, and vocabulary mastery (Antonius F, Wendelinus O, 2025).

Several previous studies have shown that dictation strategies can help improve students' listening skills. (Zahro, 2018) studied the use of running dictation at the junior high school level and found a significant increase in student learning outcomes. (Nurjannah, 2017) also found that dictation techniques can improve students' understanding of spoken English. Another study by (Yuniarti, 2017) showed that students responded positively to the use of dictation strategies, both as a teaching method and an evaluation tool. 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.

However, most previous studies were conducted at the junior high or vocational high school level and only focused on certain dictation variations. There have not been many studies that explicitly test the effectiveness of dictation strategies on students' listening skills at the senior high school/vocational high school level, especially those that focus on the accuracy of answering based on dialogue texts. At the senior high school level, good listening skills are needed as preparation for facing national exams, college entrance exams, and real-life contexts such as understanding information from videos or oral conversations.

Therefore, this research is important to fill the gap and expand the scope of the use of dictation strategies in the context of senior high school education. Penelitian ini menerapkan metode kuantitatif dan mengadopsi desain quasi-eksperimental yang melibatkan pre-test dan post-test. The experimental group was given treatment in the form of dictation strategies during several learning sessions, whereas in the control group the researcher did not give this treatment. The assessment was carried out through a listening test in the form of filling in the blanks in the dialogue text, then they answer questions based on the content of the dialogue they heard.

The results of the research showed that the increase in the mean post-test score in the experimental group was higher than the increase in the control group. Although the results of the t-test show that the difference was not statistically significant, in practice the dictation strategy was proven to be able to improve students' listening skills. Thus, this strategy is worthy of consideration as an alternative learning method in teaching English at the Madrasah Aliyah level. This is also supported by (Ababio, 2013) that the learning strategy applied must be in according to students' learning needs, especially in the context of foreign language learning which requires active involvement and simultaneous information processing.

B. Methods

This research applies quantitative methods and adopts a quasi-experimental design involving pre-test and post-test. The research was conducted at MA Pancasila, Bengkulu City in the 2024/2025 academic year. The researcher chose this design because it allows the researcher himself to compare learning outcomes between two groups with similar initial conditions, but given different treatments. The population in this research were 17 students of class X MA Pancasila Bengkulu. All students were used as samples and the researchers divided them into two groups, namely the experimental group consisting of 9 students and the control group consisting of 8 students. This technique was chosen because the population was small and relatively homogeneous, so it is more appropriate to use the whole as a sample.

The instruments that researchers used in this study were a listening test consisting of two types of questions. First, fill-in-the-blank questions in the dialogue script that students listened to. Second, questions in the form of questions on understanding the contents of the dialogue that measures students to what extent they can understand the meaning and information from the conversation. The researchers gave the test to students, Pre-test was administered before the treatment and post-test was conducted after the treatment in both groups. This instrument was prepared by the researcher based on the learning topics taught, and had been consulted with the English teacher to ensure the validity of the content.

The researcher provided experimental group with treatment in the form of learning using dictation strategies for seven sessions. The materials used were dialogues such as in hotels, airports, and zoos, libraries and others. Each session consisted of the following stages: listening to texts read by researchers, rewriting the information heard, and answering comprehension questions. In addition, in each session the researcher also provided feedback on the results of student dictation, including corrections to spelling and sentence structure. Meanwhile, the control group carried out conventional listening learning without dictation strategies.

The data obtained by the researcher from the pre-test and post-test results were further analyzed manually by the researcher by calculating the mean value, standard deviation, and t-test using the separated variance formula. The analysis was carried out by researchers to determine whether or not there was a significant difference between the experimental group and the control group. The level of significance used was 0.05 with (df) = 15. The use of the t-test was chosen because the data came from two independent groups with different numbers of members.

C. Results and Discussion

This research aims to determine the effectiveness of dictation strategies toward students' listening skill class X in English Lesson at MA Pancasila, Bengkulu City. Data

were obtained through pre-test and post-test results obtained from two groups, namely the experimental group and the control group. The following is a summary of the results of the analyzed data:

Table 1 shows an increase in the mean scores in both groups. However, the increase in the experimental group was higher (15.89 points) than the control group (7.12 points). This indicates that the dictation strategy has a positive impact on improving students' listening skills. This difference shows that the use of the dictation strategy is more effective in helping students understand and remember information from spoken texts than conventional learning methods.

This finding also indicates that the dictation strategy not only improves learning outcomes in general, but also provides benefits evenly to almost all students in the experimental group. Listening activities accompanied by note-taking encourage students to actively pay attention to each word, strengthen their understanding of the contents of the text, and train their focus and concentration during the learning process. With the demand to rewrite the information they hear, students become more mentally involved in learning activities, so that the material presented can be more easily remembered and understood thoroughly.

Table 2. Standard Deviation of Pre-test and Post-test

Group	Pre-test (SD)	Post-test (SD)
Experiment	25,68	9,95
Control	24,97	17,29

From Table 2, it can be seen that the standard deviation of the experimental group decreased significantly from 25.68 to 9.95. This indicates that the learning outcomes of students in the experimental group became more even after the treatment. In contrast, the control group experienced a smaller decrease in the standard deviation, namely 24.97 to 17.29, so that the variation in scores between students was still quite high. The decrease in the standard deviation in the experimental group indicates that the dictation strategy helped reduce the gap in ability between students, so that all students experienced more consistent improvement.

This decrease in standard deviation also shows that the dictation strategy is not only effective in improving the average results of students, but also in reducing the disparity in ability between students. In the context of learning, this is an indicator that students with different abilities are able to obtain similar benefits from the strategies applied. In contrast, the high standard deviation in the control group indicates that conventional learning tends to produce uneven achievement. Students with better basic abilities tend to develop, while students with medium or low abilities do not experience significant progress.

Table 3. Post-test t-test results

Test	t-value	t-table ($\alpha = 0,05$, $df = 15$)	Information
Post-test	1,27	2,131	Not Significant

Table 3 shows the results of the t-test above, showing that the calculated t-value (1.27) shows a smaller difference than the t-table value (2.131) at a significance level of 5%. This means that the difference in improvement between the experimental and control groups is not statistically significant. Thus, the null hypothesis (H_0) which states that there is no significant difference between the experimental and control groups is accepted.

However, in practice, the dictation strategy shows a positive influence. The higher mean score and the decrease in standard deviation indicate that students not only experience improvement, but also better uniformity of learning outcomes. This is in line with the opinion of (Nation & Newton, 2008) who stated that the dictation strategy can improve concentration and understanding of sentence structure.

However, in practice, the dictation strategy shows a positive influence. The dictation strategy has a number of advantages that make it effective to apply in learning listening skills. One of them is the ability of this strategy to train students to listen in detail, because they are required to record information accurately according to what they hear. In addition, this strategy also strengthens the connection between listening and understanding language structures, including the introduction of spelling, grammar, and vocabulary. Compared to conventional learning methods that are often one-way and less actively involve students, the dictation strategy actually creates a more dynamic and participatory classroom atmosphere. Students become more involved, not only as recipients of information, but as active participants in the learning process.

In addition to being academically effective, the dictation strategy also creates a more interactive and enjoyable learning atmosphere. When students listen to the text carefully and rewrite it, they are not only required to understand the content, but also feel challenged to focus and be thorough. This activity can trigger learning motivation, because students feel directly involved in learning. In some learning sessions, students even look more enthusiastic and motivated to complete tasks correctly. This shows that the dictation strategy not only has an impact on cognitive improvement, but also builds a positive attitude towards the learning process itself.

In addition, these findings support the results of previous studies by (Zahro, 2018) and (Nurjannah, 2017) which shows the effectiveness of dictation strategies in improving students' listening skills. Research by (Yuniarti, 2017) also supports these results, by showing that students responded positively to the use of dictation strategies, both as a learning method and an evaluation tool. This research extends their findings by showing that dictation strategies can also be effectively applied at the Madrasah Aliyah level (equivalent to high school) with a more experimental evaluation

approach. The application of dictation strategies at higher levels of education shows that this activity is not only beneficial at the basic level, but can also be used to form more complex academic skills.

Although the results and support of previous research on the effectiveness of dictation strategies, in practice there are still some obstacles, dictation strategies are not completely free from obstacles. Some students still have difficulty in listening to texts quickly and accurately, especially if their concentration levels are low or if they have limited vocabulary. Differences in listening abilities between students are also a challenge, because students with low abilities tend to lag behind when texts are read. In addition, dictation strategies require a longer implementation time than conventional methods, and require a quiet classroom atmosphere for listening activities to run optimally. Teachers need to manage the class well, provide texts that are appropriate to the level of student ability, and ensure that learning aids, such as audio recordings or teacher pronunciation, can be clearly understood. If not anticipated, these factors can affect the effectiveness of dictation strategies in the learning process.

Thus, although not statistically significant, Dictation strategy is an effective alternative learning method to improve students' listening skills in learning English. (Hayati et al., 2021) stated that a learning strategy is a series of systematic steps designed by teachers to achieve learning objectives effectively according to student characteristics. In this context, the dictation strategy can be one approach that can bridge the challenges of students' oral comprehension.

Overall, the results of this research indicate that the dictation strategy has great potential in improving students' listening skills, especially if applied with the right approach and adjusted to class conditions. Although there are some technical constraints and differences in student abilities, this strategy is still able to create an active, challenging, and meaningful learning atmosphere. Therefore, the dictation strategy is worthy of continued development and further research in the context of English learning, both at the secondary and tertiary levels. This approach can also be combined with technology to reach a wider variety of student learning styles.

D. Conclusion

According to the results obtained from the conducted research, it can be concluded that the use of dictation strategy has a positive influence on improving the listening skills of class X students at MA Pancasila, Bengkulu City. This can be seen from the increase in the mean post-test score in the experimental group, which is higher than the control group. In addition, the decrease in the standard deviation in the experimental group shows that the dictation strategy also contributes to improving the consistency and equality of student learning outcomes. The dictation strategy has

been proven to be able to help students process oral information more accurately and stimulate their ability to understand language structures as a whole.

Although the t-test analysis shows that the differences between the two groups of students are not statistically significant at the 0.05 level of significance, this finding still has practical meaning. The increase in scores and regularity of learning outcomes in the experimental group reflects that the dictation strategy is able to encourage students' involvement in listening learning in a more active and structured way. This finding supports previous theories and studies that state that dictation is an effective strategy to improve students' listening skills, understanding of sentence structures, and concentration on spoken materials. In addition, these results provide empirical evidence that the dictation strategy is an innovative alternative in the method of learning listening skills in the modern era that demands students' activeness and independence.

Thus, the dictation strategy can be considered as an alternative method in teaching English listening skills, especially at the senior high school level such as Madrasah Aliyah. This strategy is also relevant to be used in various learning topics that emphasize mastery of oral texts and understanding thematic dialogues. The application of this strategy is expected to not only improve students' academic achievement, but also strengthen their communication competence in the context of everyday English.

Based on the results and findings of this research, it is suggested that English teachers begin to explore and apply dictation strategies in listening learning activities. This strategy can improve students' focus, comprehension, and ability to understand spoken language as a whole. Teachers are also advised to design varied and contextual dictation materials, in order to attract more students' interest in learning. In addition, teachers need to conduct periodic evaluations of the implementation of this strategy to determine its effectiveness in improving students' listening skills continuously.

For further researchers, it is recommended to conduct further research with a wider scope, both in terms of the number of samples, school background, and duration of treatment. In addition, other variables such as the level of learning motivation, student learning styles, and affective responses to the dictation strategy can also be explored to obtain a more comprehensive understanding of the effectiveness of this learning method in the context of English language learning. Further research can also consider the use of a combination of dictation strategies with other listening learning strategies, to see the integrative effect on student learning outcomes.

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