

**THE USE OF DICTATION STRATEGY
TO TEACH LISTENING SKILL**

Dhea Saragih^{1*}

¹ University of HKBP Nommensen Pematangsiantar

E-mail : ¹⁾ dheaasaragih@gmail.com

Abstract

The objective of this research is to investigate the use of dictation strategy in teaching listening for students. The researcher used library research to collect the data for this research. Library research is a method of research by collecting several sources related to a research, such as journals, articles, books, literature and scientific publications. By using library research, the researcher describes the data through the experts' opinions. The researcher used qualitative approach for this research in order to provide information's and facts about dictation strategy in teaching listening. The findings reveal that dictation is very useful for teaching listening to students. Dictation can improve students' listening skills, enhance students' confidence and motivation, and enable students to understand English pronunciation in detail. With the existence of dictation, students can improve their abilities, especially their listening skills. By using dictation, the teacher can teach listening to the students efficiently, so that the learning objectives can be achieved. The benefit of this research is to inform the readers regarding the use of dictation strategy to teach listening for the students.

Keywords: *Listening Skill, Dictation, Learning Strategy*

1. INTRODUCTION

In doing teaching-learning activities, a strategy is needed by teachers or educators in order to help them in delivering the material clearly. Therefore, a strategy for teaching is an important part that can be used to support the success of a teaching. According to Nasution (2019), 'strategy is a part of teaching that is design by a teacher or educator in form of method, technique, or plan, with the aim of achieving learning goals efficiently.

Learning strategy is a necessity for the students in making easier and enjoyable learning situation, which can make them faster in learning, encourage them in learning, and make them more active to follow the learning process (Erdogan, 2018). Thus, it can be concluded that strategy is a necessity for the teacher and students in making an effective teaching-learning activity.

As we know that there are several skills of English that should be taught to the students. These skills include listening and reading as the receptive skills, and speaking and writing as the productive skills (Leonardo, Saragih, Batubara, and Silaen, 2022). 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 (Sadiku, 2015). In this research, researcher discusses about listening skill in teaching students.

Listening is a process in receiving and constructing a passage with aim to get the meaning, and a process of responding verbal or nonverbal message of the passage (Flowerdew and Miller, 2005). McErlain (1999) added that listening is an ability in receiving and decoding oral communication by processing the language sample.

Further, according to Brown (2004), listening is a receiving skill which 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. To learn a language, especially English, pupils must first learn to listen. 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. For the majority of people, fluency in a foreign language involves being able to communicate verbally as well as nonverbally (Richards et al., 2002).

Based on the statements, researcher conclude that listening is receiving and understanding process that help someone to understand a language. When it comes to language and cognitive development, listening is the foundation for all aspects of the process. It also acts a lifelong role in the processes of learning and communication that are necessary for productive participation in life.

According to Nor (2014), in teaching listening, there are several strategies that can be applied, including dictation, tape recorder, answering questions, rewriting songs, listening or watching video, listening to radio, and so on. Teaching techniques are employed in order for students to gain a deeper understanding of the material being covered in class and to be able to apply that knowledge in other areas of English proficiency, such as speaking, reading, and writing.

In this research, researcher focuses on dictation strategy. Nation and Newton (2009) stated that listening is a strategy or a technique where the students receive spoken input, then hold it in their minds, then write it down. Nation and Newton (2009) added that dictation has value of teaching technique. It means that dictation is a good technique in teaching the students. By using dictation, the students not only sit and listen to the material, but also focus on the phrase, sentence, and clause that they listen to in short-term memory and repetition.

In addition, Agustiani and Yulia (2018) stated that dictation is a technique that can make the learning situation fun and enjoyable. Destiana (2019) added that in dictation, the teacher will do several activities, starts by dictating a passage to the learners, then the learners are asked to listen and remember the passage, after that, the learners are asked to transfer what they got to another students.

2. REVIEW OF LITERATURE

2.1. Learning Strategy

According to Scarcella & Oxford (1992), learning strategy is a step or a technique used by students in increasing their learning. Allwright (1981) stated that the use of learning strategy enables the students to become more independent. It means that the use of learning strategy is beneficial for the students.

Teaching strategy is very important to teach language, especially in teaching English skill (Saragih, Marpaung, et al., 2022). Furthermore, the phrase “language learning strategy” is defined for the sake of this research as specific acts consciously taken by the learner to learn language. In language learning, a learning strategy has been characterized as conscious mental activity that includes a goal or aim, an action to achieve this objective, and a learning activity (Cohen, 2007).

Based on these statements, researcher conclude that learning strategy is a step used to assist the learners to control their learning progress by developing their skills, enhancing their confidence and their motivation to achieve the goal in the learning process.

2.2. Listening

Underwood (in (Gilakjani, 2011)) stated that listening is an activity of giving attention to speaker and trying to get meaning for what we heard. Meanwhile, Rost (1994) also stated that listening is an activity that help students to understand their environment. Listening is also a necessary element in inventing an effective communication.

Brown (in (Bozorgian, 2012)) stated that listening is the heart of language learning a.k.a the core of language learning. But in fact, listening is least understood and least researched skill in language learning and often disregarded by foreign and second language instructors. Brown (in (Bozorgian, 2012)) also added that listening is the most used communication skill in all level.

Based on the definitions above, researcher can conclude that listening is an ability to identify and comprehend what others are saying. Listening is the interpretation of spoken language and this includes the recognition of discourses of sounds, the understanding of the meaning of individual words or the understanding of the syntax of sentences that may arise in a dialogue or discourse.

2.3. Dictation

According to Chai (2011), dictation is an activity that helps students to increase their awareness of phonics, listening, and writing skills. Moreover, Jain (in (Mentari, 2018)) stated that dictation is a strategy that can develop students habits in listening, and also can help students to understand punctuation and spelling, to understand word, phrase, sentence, and clause, and also enables students to increase their abilities in listening language, so they get used to the language.

Richards, Platt, and Weber (in (Fachrurrarzy, 1989)) stated that dictation is a technique that used in language teaching and language testing, in which a passage is read aloud to the students, with pauses during which the students must try to write down what they heard as accurately as possible. The dictation as a model for learning English phonetics is also an important medium to learn grammar and vocabulary.

Furthermore, according to Taylor (in (Fachrurrarzy, 1989)) added that dictation has several meaning, including :

- a) Dictation is reading passage aloud.
- b) Dictation is dividing passage into phrases that suitable for committal to short-term memory and re-reading phrase with phrase with gaps long enough for subjects to record the preceding phrase in writing.

- c) Dictation is optionally re-reading phrases as they being written.
- d) Dictation is re-reading the whole passage as in one.

In addition, Hornby et al. (1995) stated that dictation means something being dictated to, or passage that is dictated. In short, it can be concluded that dictation is an activity where the students transcribe words, phrases, sentences, or passage that they listened to.

3. RESEARCH METHOD

This research conducted by researcher is using a qualitative approach by using descriptive method, because the researcher focuses on the use of dictation strategy in teaching listening to the students. qualitative research is a research that aims to explore the meaning of individual or group in a social problem (Creswell, 2014).

The researcher chose qualitative research because in collecting data, the researcher explored several relatable sources, such as journals, articles, and books. The aim of doing this is to collect he comprehensive informations and facts regarding to this research.

Sari and Asmendri (2020) stated that library research is a research whose sources come from books, journals, articles, notes, and previous research related to the research. it means that in library research, researcher collects the data without any limited time and space.

The researcher did several steps in collecting the data of this research, started from finding all sources that related to this research, then reading and understanding the sources, and finally analyzed the important points from the sources as the data of this research

4. FINDINGS AND DISCUSSION

According to Zulraudah & Jufri (2014), 'dictation is an activity used to teach skills in English. In the application of dictation, students can cooperate in a team to listen, read, and notify the other teams about their understanding, and can write important points from what they listened to'.

Milne (2014) stated that dictation is a different teaching strategy from the general teaching strategy used by educators or teachers. Dictation is a good strategy used to teach students who learn English as the second language and foreign language. Dictation is a more attractive strategy compared to other strategies.

As Mustofa (2011) points out, during the process of dictation learning, three fundamental abilities are built, and the three things that are developed are attentive observation, attentive listening, and flexibility in writing. In the beginning, *imla*/dictation is intended to help pupils improve their skills in observing words or sentences or written content that will be transferred or copied into their books. Following that, pupils are taught how to move or duplicate the results of their hearing test results.

Dictation is a method that is used by teacher in teaching listening skill by creating enjoyable atmosphere, with the aim to make the studetns more interested to follow the learning process (Saragih, et al., 2022).

The implementation of dictation learning process activities cannot be separated from the form of interaction between learners and their teachers, who serve as facilitators in the process.

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The guidance of teachers is necessary for them to comprehend speech that is continuous with their intended meaning, and teachers must be patient in repeating the pronunciation until the learners are able to write correctly. Therefore, learners must pay close attention to the dictation stages (Febtrinarsih, 2018).

According to Aini (2015) stated that there are several steps that can be done in implementing dictation in a group, including :

1. Preparing several copies of a passage
2. Dividing students into several groups
3. Put the passage of the text in the board
4. Giving a writer role to the first student (determined by the teacher), and the other students as runners for every group
5. The writer is asked to run to the board and read a sentence from the passage, then he/she dictates it to other students
6. At the end, every group must check their dictation with the original sentence

Dictation is a strategy that is very useful for the learning process. Dictation is a teaching strategy applied by providing instructions effectively to students. Dictation has several advantages, such as practicing students listening skills, training students to distinguish sounds, enable students to interpret spoken language to a written language, help students to develop their understanding, and help students to evaluate their abilities in learning.

Some expert opinions about the use of dictation in teaching are as follows :

1. Dictation is one form of integrative test which includes several requirements, such as (1) the order of words, phrases, sentences, or clauses that are dictated and selected from a real source, (2) the material of a passage dictated orally, not too long, so it can be used to practice students abilities to remember something in a short term (Oller, 1979). Based on these two requirements, it is very important for a teacher or educator to prepare the material to be dictated properly. First, the teacher or educator must choose the appropriate material. Second, the teacher or educator must choose the right procedure or steps to dictate the material.
2. (Lightfoot, 2013), stated that dictation is an important strategy that can be used to practice students' abilities, such as increasing student awareness to sound. In addition, dictation can also create a pleasant learning atmosphere.

There are several reasons for the use of dictation in the learning-teaching process, namely :

- a) For teachers or educators :

Dictation can be used to teach students of any level based on the level of difficulty of a passage. In addition, dictation can also be used for multi-level classes.

- b) For students :

(1) Dictation is a strategy covering accuracy and meaning in a passage, (2) Dictation is a strategy that can develop four skills in English, including listening,

reading, speaking, and writing, (3) Dictation is a strategy that can be used to expand students' opportunities in realizing the pronunciation of a language.

Dictation strategy in teaching listening provides many benefits. Some uses of using dictation in teaching listening based on the discovery of researcher from several sources, namely :

1. Dictation can be used to improve students' listening skills

Many experts stated that dictation can improve students' listening skill and affect their success in learning listening (Izza, 2015; Yunus and Musfirah, 2019). It means that dictation is a strategy that can make significant improvement of students' listening abilities.

2. Dictation is a multi-skilled activity

Dictations strategy is used to improve students' listening skills. It can also improve students skills in speaking, reading, and writing. Dictation is a multi-skilled activity that can be used to improve students' language skills in efficient way (Andyani, 2012; Hughes, 2005; Milne, 2014). Thus, dictation can improve students' skills in learning English efficiently.

3. Dictation can enhance students' confidence and motivation

Indah (2019) and Yuniarti (2017) stated that dictation is a strategy that can enhance students' confidence and motivation. Dictation is also a fun strategy in teaching listening, which can create an interesting learning atmosphere.

4. Dictation makes students more concentrated

Lightfoot (2004) stated that the use of dictation in teaching listening can make the students have great concentration in learning process. The students can be more active in following the teaching-learning activities (Pilot, 2013).

Zhiqian (1989) stated that dictation can help both the teacher and students in achieving the learning objectives efficiently. It means that dictation is very suitable to be used in learning English.

There are several uses of dictation in teaching listening, including :

1. Dictation can be used to teach any level of students of school level. The use of dictation can work even in a very large class.
2. Dictation is very relatable to listening. When the teacher dictates something, the students will totally focused to listen to the teacher's dictation.
3. Dictation makes the students more active in practicing listening. Dictation is very beneficial to help the students mastering the using of a language.
4. Dictation enables students to transfer the spoken language to the written language. In creating the written language, the students are trained to reproduce spoken language based on their comprehension.
5. Dictation provides practices in listening comprehension, vocabulary building, reading speed, and also several aspects of language, such as punctuation and spelling. It means that dictation is beneficial in learning language.

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Additionally, dictation strategy demands a great deal of concentration. If students lose concentration, they will miss the text read by the teacher, making it more difficult for them to pick up on the next message provided in the monologue text. Students pay close attention to the dictation learning phases, which teach them to listen for the meaning of foreign words and to try to figure out what they mean by them. They can also write words that have been dictated to them, which helps to strengthen their listening abilities while simultaneously improving their writing skills.

Teaching students to listen is one of the most challenging jobs a teacher can undertake. This is due to the fact that effective listening abilities are developed over time or through extensive practice. Students find it frustrating since there are no guidelines to follow, unlike in grammar instruction. However, using dictation strategy is very beneficial, and help both the teacher and students in achieving the learning objectives efficiently, especially in listening capabilities.

5. CONCLUSION

Based on the research by using library research, researcher can conclude that dictation is very suitable to teach listening to the students. It can also give benefits for the students, such as increasing their confidence and motivation, increasing their pronunciation, and improving their listening skills.

With the existence of dictation, students can improve their abilities, especially their listening skills. By using dictation, the teacher can teach listening to the students efficiently, so that the learning objectives can be achieved.

The researcher gives several suggestions regarding to the teaching activities, especially for teaching listening, including :

a. For the teacher :

In teaching listening, a teacher should be able to choose appropriate strategy with the aim to achieve the learning objectives. Therefore, researcher suggests the teacher to use dictation strategy in teaching listening. This strategy will help the teacher to teach listening in an enjoyable learning atmosphere and in an effective way, so that the students can improve their listening skills.

b. For the students :

In learning listening, the students have to follow the teacher's instruction when he/she dictate a passage for them. With following the teacher's instruction, the students will be easier to listen to the teacher's dictation, and can get information and knowledge about a passage.

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