



Improving Listening Comprehension of Grade Eleven Students of Senior High School Through Partial Dictation

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Abstract

Partial dictation is a technique in order to find out how far the students understanding text through listen the audio. The researcher aims to find out whether or not Partial Dictation Technique can improve the listening skill of the eleven grade students during the 2023-2024 academic year at SMA Negeri 7 Palu. This research sample was 71 students, divided into 35 students of class XI-2 as the experimental class and 36 students of class XI-4 as the control class. The data were collected through the listening test with listening audio that consisted of the pre-test and post-test. After conducting the treatment, the data indicates that the experimental class showed improvement in their listening skill compared to the control class. The collected data were analyzed using SPSS version 23. The results showed that in the experimental class the mean score of the pre-test was (54.14) and posttest was (77.57). Meanwhile, in the control class the mean score of the pre-test was (47.78) and post-test was (61.39). Based on the results of the t-test sample independence test, the sig (2 tailed) (0.000) value is lower than 0.05. This shows that the alternative hypothesis is accepted. Therefore, the partial dictation technique is effective in developing students' listening comprehension to understand messages, ideas, and information conveyed clearly and accurately in the eleven grades of SMA Negeri 7 Palu.

Keywords: *Listening Comprehension, Partial Dictation.*

Introduction

Listening is a process of hearing, capturing, and receiving the intent or meaning of the speaker so that there is an understanding process so that the meaning is conveyed effectively. When we listen to something, we should comprehend the sound so that we will understand what we listen to, and it is usually called listening

comprehension, Hogan et al. (2014). It can be concluded that listening means understanding English either listening to something directly or through media such as audio or films.

Listening comprehension is a complex skill involving many cognitive and linguistic processes which are tested in a variety of ways depending on individual comprehension assessments. This means that it is a complex active process in which the listener must discriminate between sounds, understand vocabulary, grammatical structures, and interpret stress and intonation. The most efficient methods to enhance and maintain improvements in listening comprehension require more research. According to Gilakjani and Sabouri (2016), listening comprehension is one of the most important skills in English language learning.

It is mentioned in Kurikulum Merdeka that the goal of teaching listening is students' ability to identify the context, main idea, and detailed information of a given text both written and oral. It indicates that the students should focus more on learning in order to get a better understanding and they must develop their listening skills.

Nevertheless, based on the interview at SMAN 7 Palu, the researcher found difficulties faced by students during listening activities in English class. They have not been able to determine the main idea and understand the information from the recording, where the difficulties included in the macro skill of listening. The macro skill of listening refers to the ability to understand information conveyed orally/audio. It involves understanding the overall meaning of the message, the main idea, and information. This condition is in accordance with previous research which states problems in listening activities such as listeners not being able to predict the sound, intonation, and stress since the speaker usually spoke too fast, limited vocabulary owned by listeners, lack of concentration, having difficulty in understanding other accents, Sari et al. (2013). Therefore, it needs effective method or technique in teaching listening comprehension to make the students can listen and understand well.

Based on the problems faced by students, the researcher interested in using partial dictation techniques to help students' listening comprehension. Partial dictation is a technique in order to find out how far the students understanding text through listen the audio, Nation and Newton (2009). It means that the students are given a written version of the text (along with the audio) where the written passages the certain portions left out. The students must listen to the audio material and fill in the blanks in the written version. Mowlaie et al. (2020) confirmed that dictation in partial or doctorless format is conducive to listening comprehension in foreign language contexts.

According to Yuniarti (2017), dictation means "being dictated to; passage that is dictated". 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, Khoiriyah (2020). The way to overcome the problems in the partial dictation technique in listening comprehension is to focus on language structures and target vocabulary, not just on writing skills. Partial dictation can be used to practice understanding and using specific language structures, as well as reinforcing related vocabulary. This technique is effective because it focuses students on important parts of the text they hear, so they are better able to capture information.

This research aims to find out if using partial dictation effectively improve listening comprehension at the grade eleven of SMA Negeri 7 Palu. To deal with the problems, the researcher used partial dictation technique to experiment the effect on students' listening comprehension. She formulates a research question: *"Can listening comprehension of grade eleven students of SMA Negeri 7 Palu be improved through partial dictation?"* In this case, the researcher limited the scope on the use of partial dictation to improve listening comprehension especially in terms of accuracy of answer and general understanding in the text of the material based on the curriculum. The students identified the main idea and detailed information which included in the macro skills of listening.

Method

This research applied quasi-experimental research. This quasi-experimental research was used to determine differences the ability of the class that was given treatment and the class that was not give treatment.

The population of this research was the grade eleven students of SMA Negeri 7 Palu, which are divided into 10 classes. Each class consisting of 35-36 students. The researcher used the type of probability sampling with simple random sampling technique. In selected sample, the researcher used lottery. Based on the process, the experimental group is (XI 1) and the control group is (XI 4). This research applied two variables. They were dependent and independent variables. The dependent variable was listening comprehension of the grade eleven students, while the independent variable was the use of partial dictation. . In this case, the independent variable was the technique that the researcher used to improve the listening comprehension of the eleventh-grade students.

The data was collected by distributing test. The research instrument of this research was used fill in the blank and true/false tests to the students. The test in this research was used to measure the listening comprehension of students. The researcher gave the pretest and the posttest to both experiment class and control class. The researcher analyzed the data statistically by using SPSS (Statistical Program for Social Science) version 23.

Results

The analysis of the data collection comprised of normality, homogeneity and independent sample t-test. In addition, tables were used to organize the data and SPSS 23 version for windows was used in this research to analyze the data statistically. It made the data more accurate. Furthermore, the normality, homogeneity, and independent sample t-test of the data should be carefully computed since it was important in the present analysis.

Table 1. Test of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Score	Pre-test experimental	,110	35	,200*	,973	35	,523
	Post-test experimental	,145	35	,062	,944	35	,075
	Pre-test control	,123	36	,184	,949	36	,099
	Post-test control	,142	36	,063	,948	36	,093

Based on the table above, in the experimental class analysis of the pre-test results of the students obtained a probability value (sig.) of 0.200 and 0,062 for the post-test. Whereas, in the control class analysis of the pre-test results of the students obtained a probability value (sig.) of 0.184 and 0,063 for the post-test. The data is normally distributed if the p-value is greater than 0.05. How, if the p-value is less than 0.05, it means that the data is not normally distributed. Therefore, it can be seen that the two of the probability value (sig) is higher than 0,05. It means that the data is normally distributed.

Table 2. Test of Homogeneity

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	,035	1	69	,852
	Based on Median	,023	1	69	,881
	Based on Median and with adjusted df	,023	1	68,150	,881
	Based on trimmed mean	,042	1	69	,838

Finding homogeneity values is the final requirement for testing the hypothesis. The homogeneity of variance test was used in this study to determine the homogeneity value. If the significance of the mean is more than 0.05, this sample is considered homogeneous. As presented on the table 2, the homogeneity test of the mean was 0.852. As a result, the significance was greater than 0.05 ($0.852 > 0.05$). This means that the result of the test is homogeneous between the experimental class and control class.

Table 3. Independent Samples T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students Learning Outcomes	Equal variances assumed	,035	,852	7,251	69	,000	16,183	2,232	11,730	20,635
	Equal variances not assumed			7,250	68,925	,000	16,183	2,232	11,730	20,635

There is a significant difference between the pre-test and post-test result if the p-value of sig (2 tailed) less than 0.050 it means the alternative hypothesis is accepted. Meanwhile, the result of the data analysis above showed that the value of sig (2 tailed) was 0.000. Because $0.000 < 0.050$, it means that the H1 (alternative hypothesis) is accepted while the Ho (null hypothesis) is rejected. It indicated that there was a significant difference in the students' listening skill before and after using the partial dictation technique. Because of that, the researcher believes that the partial dictation technique can develop students' listening comprehension of eleven grade students of SMAN 7 Palu.

Discussion

After presenting the research result, the researcher will discuss the findings which has been analyzed. The researcher used test as the instrument in gathering data of research. According to the research findings presented above, the researcher discovered that the used of partial dictation is effective to develop the students' listening comprehension.

In pre-test, the researcher found that there are causes in students' listening skill. When doing exercises, students had to fill in the blanks in the text by describing the sounds to determine the correct word in the text. In determining the sounds in

the speaker through partial dictation, the students found it difficult to choose the options as their background knowledge was limited. Most of their answers were incorrect. In the true/false question type, students also found it difficult due to their lack of vocabulary and they have not understood the information in the audio so most of their answers were wrong. Because, the word not familiar to students and did not know how to spell the word. It was happened because there was interference occurs across a learner native language and the target language. In Solati (2014), the interference from the mother tongue is clearly a major source of difficulty in second-language learning.

In general, the researcher found that there are benefits from using partial dictation technique in developing the students' listening skill is inferences by some reasons. Partial dictation technique was applied to improve students' ability in listening skills. In fact, not only listening skills, but also writing skills, reading skills, and vocabulary. Partial dictation is one of the useful techniques to improve students' oral skills and make them remember lessons more easily. According to Khoiriyah (2020), 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. Secondly, students can pay attention to the sound of words in the audio in English, which means students can identified the general understanding and students have the accuracy of answers based on the topic of the listening text that has been given through audio. In accordance with the focus of this research, namely identifying general understanding or main ideas and the accuracy of the answers which are included in the macro skills of listening.

The findings supported the previous studies by Samosir et al. (2020), with the aim to investigate the effects of partial dictation as an instructional device on listening comprehension and their motivation towards the use of partial dictation by teachers in teaching listening comprehension with the results of the research obtained a significant difference in partial dictation as an instructional device on listening comprehension and their motivation. Saputri (2018) with a strategy used the dictation method but has a different type and chooses a different school level in the first study. The results obtained by using the dictation composition method can improve students' listening skills.

In addition, there are theoretical and practical implications of partial dictation. In theory, Johansson as cited in Erik (1996), who was one of the first users of partial dictation as a test of foreign language proficiency, defined a test where subjects listen to recordings of material in the foreign language and are required to fill in the missing words in a written version of the recordings. It can be concluded that partial dictation is an English test where the students listen to the teacher' story or tape recorder and are asked to fill in the missing words in the written story/text. Meanwhile, in practice used the partial dictation technique. In the pre-test, while

doing the audio listening activity, students were still confused in determining the answer and knowing the general information contained in the audio. But after being given treatment in the fourth meeting, there was already a difference in students' listening skills in determined answers and identified general information.

Conclusion

Based on the result of the data analysis that have been presented before, the researcher concludes that using partial dictation technique can improve listening skill of the eleventh-grade students of SMA Negeri 7 Palu. This can be proved by comparing the mean score of the experimental class and control class before and after the treatment. The results of the post tests of both classes showed that mean score of the experimental class is significantly higher than the control class. It means that partial dictation technique is effective to improve students listening skill of the eleven grade students of SMA Negeri 7 Palu.

The researcher gives several suggestions. For English teachers should consider student's needs when choosing methods, approaches, and techniques, especially in teacher listening. Partial dictation technique has the potential to be the best choice for teaching listening because it can improve students' enthusiasm. Then, for future researcher the result of this study can be used as a reference for future researchers who plan to conduct related research.

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