# DICTATION ACTIVITIES IN TEACHING ENGLISH AT STATE ISLAMIC JUNIOR HIGH SCHOOL SURABAYA

## THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in Teaching English



By: Indah Yuli Kartika Sari D75216047

ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF TARBIYAH AND TEACHER TRAINING UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA 2021

## PERSYARATAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama	: Indah Yuli Kartika Sari
NIM	: D75216047
Jurusan/Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Judul Sripsi	: Dictation Activities in Teaching English at State
	Islamic Junior High School Surabaya

Menyatakan bahwa skripsi yang saya tulis merupakan hasil tulisan dan pemikiran saya sendiri dan tidak melakukan plagiat dalam penulisan skripsi.

Apabila suatu saat nanti saya terbukti melakukan tindakan plagiat, maka saya akan menerima sanksi yang telah ditetapkan

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Surabaya, 10 Juli 2021

Indah Yuli Kartika Sari

NIM. D75216047

- 2 2

## ADVISOR APPROVAL SHEET

This thesis by Indah Yuli Kartika Sari entitled "Dictation Activities in Teaching English at State Islamic Junior High School Surabaya" has been approved by thesis advisors for further approval by the board examiners.

Advisor I

Hilda Izzaki Madjid, M.A. NIP. 198602102011012012

**Advisor II** 

**<u>Rizka Safriyani, M. Pd.</u>** NIP. 198409142009122005

## EXAMINER APPROVAL SHEET

This thesis by Indah Yuli Kartika Sari entitled "Dictation Activities in Teaching English at State Islaming High School Surabaya" has been examined on

TERIAN Dean, Ali Masud, M.Ag.M.Pd. I 196301231993031002

The Board of Examiner Examiner I,

Dr. Siti Asmiyah, M. TESOL NIP. 197704142006042003

Examiner II,

Rakhmawati, M. Pd. NIP: 197803172009122002

Examiner III,

Hilda Izzati Madjid, M.A.

NIP. 198602102011012012

Examiner IV,

<u>Rizka Safriyani, M. Pd.</u> NIP. 198409142009122005



## KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

## LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama ,	: Indah Yuli Kartika Sari
NIM	: D75216047
Fakultas/Jurusan	: Fakultas Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address	: tikaindahyuli@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan	
UJN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :	
🗹 Sekripsi 🗆 Tesis 🗆 Desertasi 🗖 Lain-lain ()	
yang berjudul :	
Dictation Activities in Teaching English at State Islamic Junior High School Surabaya	

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 10 Juli 2021

Penulis

(Indah Yuli Kartika Sari)

#### ABSTRACT

Sari, Indah Yuli Kartika. (2021). Dictation Activities in Teaching English at State Islamic Junior High School Surabaya. Thesis. English Language Education Department. Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Advisor I: Hilda Izzati Madjid, M.A. Advisor II: Rizka Safriyani, M. Pd.

Keywords : Dictation, Types of Dictation, Learning Activity, Teaching English

Dictation is where the students receive some spoken input, hold this in their memory for a short time, and then write down what they heard. This activity is familiar in English teaching learning processes. The objective of this study are to investigate types of dictation activities in teaching English and analyze teachers' reason in choosing the particular dictation activities in teaching English at State Islamic Junior High School Surabaya. This study used qualitative descriptive method by distributing online questionnaires about dictation activities used by teachers and online interviewing about teachers' reason choosing the particular dictation activities in teaching English. The subjects of this study are two English teachers from State Islamic Junior High School 4 and 2 Surabaya who have used dictation activities in teaching English. The result showed that the two teachers from different schools used dictation of long phrases and sentence dictation in teaching English. The use of two dictation activities help students get used to listen in English, students are able to re-write what they have listened, and understand word phrases and part of each sentence. Furthermore, teachers also teach how to write well such as the use of punctuation like (.) and (,) based on duration given by teachers, how to use capital letters well, and how to write at a good speed. The findings imply that the most familiar dictation activities used by teachers in teaching English at State Islamic Junior High School Surabaya are dictation of long phrases and sentence dictation because both dictation activities have a same reasons in teaching English at State Islamic Junior High School Surabaya.

#### ABSTRAK

- Sari, Indah Yuli Kartika. (2021). Kegiatan Dikte dalam Pengajaran Bahasa Inggris di MTs Negeri Surabaya. Skripsi. Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: Hilda Izzati Madjid, M.A. Pembimbing II: Rizka Safriyani, M.A.
- Kata Kunci : Dikte, Jenis-jenis Dikte, Kegiatan Pembelajaran, Pengajaran Bahasa Inggris

Dikte ialah dimana siswa menerima beberapa masukan lisan, menyimpannya dalam ingatan mereka untuk waktu yang singkat, dan kemudian menuliskan apa yang mereka dengar. Kegiatan ini familiar dalam proses belajar mengajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui jenis kegiatan dikte dalam pengajaran bahasa Inggris dan menganalisa alasan guru memilih kegiatan dikte tertentu dalam pembelajaran bahasa Inggris di MTs Negeri Surabaya. Penelitian ini menggunakan metode deskriptif kualitatif dengan menyebarkan kuesioner online tentang kegiatan dikte yang digunakan oleh guru dan wawancara online tentang alasan guru dalam memilih kegiatan dikte tertentu dalam pembelajaran bahasa Inggris. Subjek penelitian ini dua orang guru bahasa Inggris dari MTs Negeri 4 dan 2 Surabaya yang pernah menggunakan kegiatan dikte dalam pembelajaran bahasa Inggris. Hasil penelitian menunjukkan bahwa dua guru dari sekolah yang berbeda menggunakan dictation of long phrases and sentence dictation dalam pembelajaran bahasa Inggris. Penggunaan dua kegiatan dikte membantu siswa terbiasa mendengarkan dalam bahasa Inggris, siswa dapat menulis ulang apa yang telah mereka dengarkan, dan memahami bagian dari frasa kata dan setiap kalimat. Selain itu, guru juga mengajarkan cara menulis dengan baik seperti penggunaan tanda baca seperti (.) dan (,) berdasarkan durasi yang diberikan guru, cara menggunakan huruf kapital dengan baik, dan cara menulis dengan kecepatan yang cukup baik. Temuan tersebut menyiratkan bahwa kegiatan dikte yang paling familiar digunakan guru dalam pembelajaran bahasa Inggris di MTs Negeri Surabaya adalah dictation of long phrases and sentence dictation karena kedua aktivitas dikte tersebut memiliki alasan yang sama dalam pembelajaran bahasa Inggris di MTs Negeri Surabaya.

## TABLE OF CONTENTS

ADVISOR APPROVAL SHEETii
EXAMINER APPROVAL SHEETiii
MOTTOiv
DEDICATIONv
ABSTRACT
ABSTRAKvii
ACKNOWLEDGEMENTviii
PERSYARATAN KEASLIAN TULISANix
LEMBAR PERNYATAAN PUBLIKASI PERPUSTAKAAN
TABLE OF CONTENTS xi
LIST OF APPENDICES xiii
LIST OF TABLE
LIST OF ABBREVIATIONS xv
CHAPTER I
A. Background of Study1
B. Research Question
C. Objective of the Study7
D. Significance of the Study7
E. Scope and Limitation of the Study
F. Definition of Key Terms9
1. Teaching English9
2. Dictation Activities
CHAPTER II
A. Theoretical Framework10
1. Teaching English10
2. Dictation11
3. Dictation in English Language Teaching for EFL19
B. Previous Study21
CHAPTER III

А.	Research Design	27
B.	Subject of the Research	27
C.	Data and Source of Data	28
D.	Data Collection Technique	28
E.	Research Instrument	29
F.	Data Analysis Technique	31
CHAF	PTER IV	33
A.	Research Findings	33
B.	Discussion	45
CHAF	PTER V	52
A.	CONCLUSION	52
B.	SUGGESTION	53
REFE	ERENCES	54
APPE	INDICES	56

## LIST OF APPENDICES

Appendix 1 Surat Izin Penelitian MTs Negeri 2 Kota Surabaya 56
Appendix 2 Surat Izin Penelitian MTs Negeri 4 Kota Surabaya 57
Appendix 3 Surat Izin Sudah Melakukan Penelitian di MTs Negeri 2 Kota Surabaya
Appendix 4 Surat Izin Sudah Melakukan Penelitian di MTs Negeri 2 Kota Surabaya
Appendix 5 Online Questionnaire Checklist
Appendix 6 Online Interview Guideline
Appendix 7 The result of Online Questionnaire Checklist from the First
Teacher
Appendix 8 The result of Online Questionnaire Checklist from the Second
Teacher
Appendix 9 The result of Online Interview from the First Teacher
Appendix 10 The result of Online Interview from the Second Teacher

## LIST OF TABLE

Table 4.1 Dictation activities in teaching English	
Table 4.2 Characteristic of Running Dictation	
Table 4.3 Characteristic of Dictation of long phrases	
Table 4.4 Characteristic of Dictation for a Mixed Class	37
Table 4.5 Characteristic of Sentence Dictation	
Table 4.6 Characteristic of Unexploded Dictation	

## LIST OF ABBREVIATIONS

- 1. **MTs** : Madrasah Tsanawiyah
- 2. **EFL** : English Foreign Language
- 3. SMP : Sekolah Menengah Pertama
- 4. **EFL** : English Foreign Language
- 5. COVID : Corona Virus Disease



#### **CHAPTER I**

## **INTRODUCTION**

This chapter I contains the background of the study related to choosing the topic. Furthermore, this chapter also includes the research questions and the objectives of the study. It also presents about the significance of the study that informs the benefits of the study, scope and limitation of the study, and the definition of key terms.

## A. Background of Study

Dictation is a technique where students listen to some verbal input and they remember it quickly then write down what they heard.<sup>1</sup> This is the one of the traditional teaching technique that generally used in Indonesia as a country who teach English as a foreign language. While the teacher explains the materials for the students in the classrooms, and the students listen and write what the teacher said, it could be called as dictation activity. According to Bowen dictation has some roles in teaching learning process, such as presenting a new structure, showing the paragraph text, revising some of vocabulary area, giving reading and listening exercise, and providing grammar practices.<sup>2</sup> Dictation activity helps teachers to make the students focus on developing the language form of phrases, clause levels

<sup>&</sup>lt;sup>1</sup> I. S. P. Nation and J. Newton, 2009. Teaching ESL/EFL Listening and Speaking. Routledge, Madison Ave, New York 59

<sup>&</sup>lt;sup>2</sup> Tim Bowen, 2015. "Methodology: Using Dictation in English Language Teaching." *One Stop English* 

and providing the students' accuracy.<sup>3</sup> Usually dictation is applied for activities such as games, tests, giving students assignments, and other activities.

Dictation activities are one of the teaching-learning activity commonly used by teachers in the classrooms especially in teaching English. It is a teaching technique that has proved extremely effective at all levels of instruction<sup>4</sup>. As the example dictation activities are often used in several schools in Surabaya as the one of Indonesia's biggest country, which has many variations of schools from public schools, private schools, Islamic schools and etc. It is found that some English teachers in State Islamic Junior High School in Surabaya have been applying dictation activities in their learning process. Those teachers from State Islamic Junior High School 2 and 4 Surabaya. The teachers have experience in teaching English more than 5 years and already applied at least 2 dictation activities for more than 1 year. In addition those school has A accredition and have a good facilitate in teaching learning process. The dictation applied by two English teachers from different schools may be different because there are several dictation activities and there are some reasons or considerations of teachers use those dictation activities in teaching English. That is why this study is important, because it can give information about types of dictation used by two teachers from different school. According to Fatma dictation is useful for teaching English when it is well integrated with the learning activities.<sup>5</sup> The variations in learning activities is

<sup>&</sup>lt;sup>3</sup> I. S. P. Nation and J. Newton, 2009. Teaching ESL/EFL Listening and Speaking. Routledge, Madison Ave, New York 59

<sup>&</sup>lt;sup>4</sup> Fatma Yuniarti, 2017. Using Dictation as a Testing Device in Teaching Listening. INOVISH JOURNAL, Vol. 2, No. 2

<sup>&</sup>lt;sup>5</sup> ibid

important because its affect students' interest in the teaching learning process, and dictation is an alternative activity in teaching English.

According to Patel and Praveen there are seven benefits use dictation in teaching English, such as students are able to re-write what they have heard, develops student's habit of listening, students are able to understand word phrases and part of each sentence, students are able to write at a good speed, students are able to understand punctuation and spelling, students are able to use capital letters, and develop students habit in listening English spoken language.<sup>6</sup> Those benefits of dictation are useful for both students and teacher in teaching-learning English. It is supported by the studies from Qu Tang teaching vocabulary using dictation effectively help students memorize English words.<sup>7</sup> In Indonesia English as foreign language, sometimes students have difficulty memorizing some vocabulary or English words and dictation activities indirectly can help student memorize some English words. Semin in his study supported that dictation can help students to develop their language skill and short term memory.<sup>8</sup> Another one, is a study from Mohammad Rahimi, he stated that dictation can improves students' in grammar, vocabulary, reading, and listening comprehension.<sup>9</sup> Dictation is not only listening and writing activities, but on the other hand dictation activities also improve

<sup>&</sup>lt;sup>6</sup> Patel, M.E and Praveen M. Jain, 2008. English Language Teaching: Methods, Tools & Techniques. Jaipur: Sunrise Publisher & Distributors p.(131-132)

<sup>&</sup>lt;sup>7</sup> Qu Tang, 2012. The Effectiveness of Dictation Method in College English Vocabulary Teaching. Theory and Practice in Language Studies, Vol. 2, No. 7, pp. 1472-1476

<sup>&</sup>lt;sup>8</sup> Semin Kazazoğlu, 2012. Dictation as a language learning tool. Procedia - Social and Behavioral Sciences 70, 1338 – 1346

<sup>&</sup>lt;sup>9</sup> Mohammad Rahimi , 2008. Using Dictation to Improve Language Proficiency. The Asian EFL Journal, March/2008, Volume 10, Number 1

students' skills in their grammar and vocabulary. Therefore dictation have many benefits and suitable in teaching English as a foreign language.

According to Nation and Newton there are 10 types or variations of dictation activities those are guided dictation, the one chance dictation, unexploded dictation, running dictation, sentence dictation, dictation of language phrases, completion dictation, dictation for a mixed class, perfect dictation, peer dictation.<sup>10</sup> Guided dictation is activity focus on students' understanding about noun, verbs, adjectives, and adverbs. The one chance dictation is an activity which students only have one chance to listen to texts read by the teacher. Unexploded dictation this activity students hear teachers' voice use tape recorder then they have to make transcription by rewind and pause the tape-recorder. Running dictation is an activity classroom which students will work in pairs or small group and each student of the group run memorize and pass the text to their group. Sentence dictation this activity where the teacher says sentences and students write down what they heard, then correction can be done by students or teacher write the sentences on the board. Dictation of long phrases is an activity a long phrases or sentences read by the teacher couple times, and each group of the sentence is more than ten words. Completion dictation this activity teacher will read a text and students fill missing words of paragraph, in the next paragraph there are more missing words and so on, in next paragraph students fold the previous paragraph. Dictation for a mixed class is activity the teacher will read the text slowly and several times for students who are not good in

<sup>&</sup>lt;sup>10</sup> I. S. P. Nation and J. Newton, 2009. Teaching ESL/EFL Listening and Speaking. Routledge, Madison Ave, New York 62

dictation and for good dictation teacher will read the text once and quickly. Perfect dictation this activity focus on students' mistake in listening to what teacher says. Peer dictation activity is like a fast-paced competition between groups who dictates the fastest that group will win.<sup>11</sup> The teachers will be investigated only knows a few types of dictation activities used when teaching English. Two English teachers from different schools must also have different experiences using dictation, some have long used dictation activities in teaching English, and some have just used dictation activities in teaching English.

There are studies that have already investigated one of types of dictation. One of them is a study from Nur Devi Sita, the researcher want to know there is significant effect or not in students before and after being taught using running dictation in reading comprehension in descriptive text. The researcher used quantitative and the data get from the students of class VIII D consist 30 students. The finding revealed that there is significant effect the use of running dictation in students' reading comprehension, it can be seen from the previous score use running dictation is 54 and after use running dictation is 73,66.<sup>12</sup> The previous study focused on reading comprehension in descriptive text use running dictation while the recent research focused on the use of dictation activities and the reason in using it. The objective of previous study is to know there is significant effect or not in students

<sup>&</sup>lt;sup>11</sup> I. S. P. Nation and J. Newton, 2009. Teaching ESL/EFL Listening and Speaking. Routledge, Madison Ave, New York 62

<sup>&</sup>lt;sup>12</sup> Nur Devi Sinta, 2018. The Effectiveness of Teaching Reading Comprehension Using Running Dictation Technique at The Eigth Grade Students of SMP Muhammadiyah 2 Kediri. Universitas Nusantara PGRI Kediri

before and after being taught using running dictation in reading comprehension in descriptive text, while the recent study will describe dictation activities and analyze the reason choosing the particular dictation activities in teaching English. The last difference is this research use the method used quantitative while the recent study used the qualitative. Second previous study was by Galina Kavaliauskiene and Irena Darginavičienė aims to investigate the use of dictation as a language learning tool based on students' attitudes. To answer this issue, the researcher used experimental as research method. The subjects of this study is from students of 1st and 2nd year psychology and law at the Faculty of Social Policy, Mykolas Romeris University, Lithuania, participants each group consisted 46 students. The finding from this study are class dictation have some advantages such as dictation develop students' listening and writing skills and more pay attention in problematic language areas, dictation is a fun activity which students can make pairs or small group, dictation make students more active with comparing their works to their friends<sup>13</sup>. This previous study focus on the use of dictation as a language learning tool based on students' attitudes while the recent research focused the reason of English teacher choose particular dictation activities. This study use experimental as research method while the recent research use interview and observation as research method

Related from the explanation above there are a lot of benefits of dictation in teaching learning process. So, the researcher interest to explore the use of dictation activities in teaching English and the reason of choosing the particular dictation

<sup>&</sup>lt;sup>13</sup> Galina Kavaliauskienė and Irena Darginavičienė, "Dictation In the ESP Classroom: A Tool to Improve LanguageProviciency," English for Specific Purposes World 8, no. 23 (n.d.),

activities. The researcher hoped that the result of this study can be references in English teaching learning process.

### **B.** Research Question

Related with background of the study above, this research formulated two questions of research problem which are the following:

- What are dictation activities in teaching English at State Islamic Junior High School Surabaya?
- Why do teachers use particular dictation activities in teaching English at State Islamic Junior High School Surabaya?

## C. Objective of the Study

This study is intended to know the English teachers in State Islamic Junior High School. The objectives of the study are:

- to investigate types of dictation activities in teaching English at State Islamic Junior High School Surabaya
- to analyze teachers' reason in choosing the particular dictation activities in teaching English at State Islamic Junior High School Surabaya

## D. Significance of the Study

From the objectives above, the researcher expected to be useful information. The significances of this study are below:

1. For the teachers

This research can give some information about particular of dictation activities in English education field and each type has its own uniqueness. This research also helps the other English teacher to use some dictation activities in English teaching learning process.

2. For Students

This research can give some information about particular of dictation activities given by teacher in teaching English. Students are also introduced with particular dictation activities in teaching English.

3. For Other Researcher

This research can stand as references for further researchers. This research also will benefit and useful to other researcher in English teaching learning process especially about dictation activities.

### E. Scope and Limitation of the Study

The scope of this research is the English teacher at State Islamic Junior High School use dictation activities in teaching English, it just the English teacher who has used dictation activities in teaching English. This research only focus in the types dictation activities teacher usually use and the reason of choosing the particular dictation activities in teaching English. The limitation of this research is the English teacher at State Islamic Junior High School Surabaya who has used dictation activities in teaching English at State Islamic Junior High School Surabaya. There are two English teachers from different school. The participants who haven't used dictation activities in teaching English and not English teacher at State Islamic Junior High School Surabaya cannot participate in this research.

#### F. Definition of Key Terms

In accordance with the topic, this research uses several terms those are will be explained in details.

## 1. Teaching English

Brown stated that teaching is activity to help someone learn how to do something by giving commands, leading how to do something with knowledge until they understand.<sup>14</sup> In this case, teaching English also can defined as activity that help students for leading knowledge about English in the class using dictation activities at State Islamic Junior High School Surabaya.

## 2. Dictation Activities

Dictation is where students get some spoken input, then they have to memorize a short time, after that they write what they've heard.<sup>15</sup> Based on Nation and Newton's theory dictation activities have a variation such as guided dictation, the one chance dictation, unexploded dictation, running dictation, sentence dictation, dictation of language phrase, completion dictation, dictation for mixed class, perfect dictation, and peer dictation.<sup>16</sup> In this research dictation activities means that set of teaching stages which are the students to repeat with write down what they heard from the teacher.

<sup>&</sup>lt;sup>14</sup> Brown, H.D. Teaching by Principles: and Interactive Approach to Language Pedagogy.(New York: A Pearson Education Company, 2001), 7.

<sup>&</sup>lt;sup>15</sup>I. S. P. Nation and J. Newton, 2009. Teaching ESL/EFL Listening and Speaking. Routledge, Madison Ave, New York 59

<sup>&</sup>lt;sup>16</sup> ibid

#### **CHAPTER II**

#### **REVIEW OF RELATED LITERATURE**

Chapter II provides a review of related literature and related theories that supporting this study. They are teaching English, dictation, and dictation in English language teaching for EFL. This chapter also discusses previous studies of related literature.

#### A. Theoretical Framework

### 1. Teaching English

There are different meanings of teaching by the experts; Brown stated that teaching is activity to help someone learn how to do something by giving commands, leading how to do something with knowledge until they understand.<sup>17</sup> Teacher will guide the students start from what they have not learn before until they got what they have learned. Teaching is facilitated and leaded, enable students to learn, and setting the conditions for learning.<sup>18</sup> Teaching is not about giving or transferring the knowledge, but there are several aspects that must be considered in the effectiveness of the teaching process. According to Blum in Jack and Renandya there are several aspects that must be considered in teaching well-planned curriculum, efficient classroom activities, focused instruction, and the like.<sup>19</sup> From those important aspects of teaching can be some guidance to make an effective

<sup>&</sup>lt;sup>17</sup> Brown, H. Douglas, 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy. New York: Pearson Education Company

<sup>&</sup>lt;sup>18</sup> Brown, H. Douglas, 2000. Principle of Language Learning and Teaching. New York: Pearson Education Company

<sup>&</sup>lt;sup>19</sup> Jeremy Harmer, 2007. How to teach english. Pearson Education Limited

teaching English, one of them is the efficient classroom activities. Harmer stated that good activities are the job of the teacher to have some kind of destination or learning outcome. The students have a purpose on where they are going, and more importantly, to recognize when they have got there.<sup>20</sup> It means that teachers not only give the activities, but they have to have the goal or the result from their activities which will effect to the students and teaching English.

From the theory above it can be summarize that teaching is not about to teach and giving the new knowledge, but in teaching process must be considered effectiveness in teaching which consists of several aspects, which can be used in teaching English and the last giving activities in teaching English must have clear goals and results.

#### 2. Dictation

## a. Definition of Dictation

The word of dictation has several meanings and there is no universally accepted definition. Different experts define the dictation differently. According to Nation and Newton they defined that dictation is where students get some spoken input, then they have to memorize a short time, after that they write what they've heard.<sup>21</sup> The other expert also defined that dictation is when someone say something then write

<sup>&</sup>lt;sup>20</sup> Jack C. Richard and Willy A. Renandya, 2002. Methodology in Language Teaching. Cambridge University Press

<sup>&</sup>lt;sup>21</sup> I. S. P. Nation and J. Newton, 2009. Teaching ESL/EFL Listening and Speaking. Routledge, Madison Ave, New York 62

down what they heard.<sup>22</sup> In addition Nation and Newton stated that dictation is the activity that focused on clause level construction and language form of phrase, and also providing on feedback on the accuracy of their perception.<sup>23</sup> It can be inferred that dictation is an activity the students must focus and concentrate fully to listen to spoken input then they have to write down what they hear based to their perceptions and train students in framing the language

b. Types of Dictation

Nation and Newton stated that dictation is an activity that is easy to prepare and this activity can be used in regular classroom activities. So, these are some types of dictation can applied in the classroom<sup>24</sup>:

1) Running Dictation

On the wall outside the classroom there is a short dictation text. The learners make small groups or pairs. One of the members in the group learner is the writer and the other is the runner who goes to the dictation text. They have to memorizes, returns to the writer and retells it. If the teacher focuses on speaking and listening instead of reading, teacher can sit down outside classroom then read the sentence to the students. If the teacher avoids writing, the students can draw the instructions given by

<sup>22</sup> Chiang Oi Kit, 2004. "Report on the Action Research Project on English Dictation in a Local Primary School" (Hongkong: Taikoo Primary School), No. 4

<sup>&</sup>lt;sup>23</sup> I. S. P. Nation and J. Newton, 2009. Teaching ESL/EFL Listening and Speaking. Routledge, Madison Ave, New York 59

<sup>&</sup>lt;sup>24</sup> Ibid 62

teacher to the runners, for instance: for picture one, draw a girl carrying six books and bag; for picture two, draw two boys throwing a ball.

2) One Chance Dictation

The teacher read a short phrase once, and the students know that. If the teacher read a text couple time, students might not listen carefully. Therefore, students are challenged to pay attention to what they heard.

3) Dictation of Long Phrases

When teachers teach writing part of dictation, they can read long phrases and sentences couple times. The sentences can be about 10 or more words.

4) Guided Dictation

The teacher writes verbs, nouns, adverbs, and adjectives are on the board in the same order as they are in the text. The teacher says the text; students listen and give attention to other difficult words. During dictation, the teacher can read several times the whole sentence based on the text. The students are helped to remember the sentence by the words on the board.

5) Dictation for Mixed Class

The teacher has two ways in dictation. First, the teacher reads text once and quite quickly, without stopping for students who have better in dictation. Second, for the students who have less abilities in dictation the teacher can read the text more slowly than before and the teacher also read the text couple time. During the second session the students who have better in dictation can check their work. Each way has different speed in reading.

6) Peer Dictation

The students make a small group or pairs. Then the teacher gives a text dictation to every group. One of the students in the group reads a text for other writers. The writers have a limited time to write, because the other writers can say "Stop!" when they have finished their dictation, and all the students must stop writing. The writer who has finished the dictation can ask other writers to repeat a phrase and spell them aloud.

### 7) Completion Dictation

The teacher gives copies of the paragraph to the students. Each copy of the paragraph has some missing words, and the next copies also have a more missing word. The teacher reads a paragraph, and students listen and fill the missing words. Continue to the next paragraph student have to fold their previous paragraph, then the teacher repeat the paragraph until the students finished their dictation.

8) Perfect Dictation

The teacher reads the dictation to the students; they marked their dictation work and saw their mistakes. It is because the dictation will be given again on other days with the same dictation. On the third time, students almost remember dictation and they can write perfectly. So, in

the first dictation are just warming up, and the last dictation students can make a perfect copy.

9) Sentence Dictation

The students write the sentence given by teacher. When dictation is over. To check students' works the teacher or students can write the sentence on the board and at that moment, the students also checking their work.

10) Unexploded Dictation

The students make a transcription with listen to teachers' voice using tape recorder. Teachers' use normal speaking speed without pause, that's the normal way in dictation. The students free to rewind and pause the tape recorder to make an accurate transcription.

From all the types of dictation activities above, there are some dictation activities that have a similarities and differences. All types of dictation activities are suitable for teaching listening and writing skills. There are two types of dictation activities such as running dictation and peer dictation; these activities are suitable for teaching all skills such as listening, speaking, reading and writing skills.

The types of dictation above can be used in the teaching learning process. This research the researcher will explore the English teacher at State Islamic Junior High School in Surabaya used dictation activities in teaching English.

c. Advantages of using dictation

The use of dictation gives several advantages in teaching English. According to Patel and Praveen there are a lot advantages use dictation such as following.<sup>25</sup>

- Students are able to re-write what they have heard. Students can write down in their note book directly what they are listening to when the teacher speaks
- 2) Develops student's habit of listening. Students are more carefully and more focused what they heard, therefore with that practice they have a good in listening.
- 3) Students are able to understand word phrases and part of each sentence. They don't just listen what they heard, but they understand what they heard in detail
- 4) Students are able to write at a good speed. Students must be careful in dividing the time between listening and writing at the same time, thus they have a good reasonably speed in listening and writing
- 5) Students are able to understand punctuation and spelling. When they listening and writing at the same time, they automatically

<sup>&</sup>lt;sup>25</sup> Patel, M.E and Praveen M. Jain, 2008. English Language Teaching: Methods, Tools & Techniques. Jaipur: Sunrise Publisher & Distributors p.(131-132)

know how to write or spell what they hear and which part they use punctuation, such as (.),(,),(?), and other punctuations

- 6) Students are able to use capital letters. In directly they already know what words should use capital letters and what words that don't need to use capital letters. For example names of people, cities, countries, and certain other words
- 7) Develop students' habit in listening English spoken language. That habit of students' listening can be trained with naturally listening spoken language and especially English sound.

## d. Disadvantages of using Dictation

In other hand, dictation has a lot advantages in teaching English, but there are several disadvantages such as adapted from British Council, which are the following.<sup>26</sup>

1) Dictation is boredom activity

The problem that usually occurs is that teachers and students have done dictation activities that cause feelings of boredom. Therefore teachers must have variations in dictation so students do not get bored easily in dictation activities in class

2) Some students may find difficulties

<sup>&</sup>lt;sup>26</sup> British Council, 2006. Using Dictation. Teaching English (www.teachingenglish.org.uk/article/using-dictation). Accessed on Thursday, 19 March 2020

In dictation activities teachers must pay attention to their students, especially teachers who teach in multi-level classes. Some students may be experts in dictation activities there are some students may also not be experts in dictation activities. The solution is that the teacher can provide an easy version of dictation activities for students; this is one example of the teacher's approach to introducing dictation in class

3) Accuracy when checking

This problem sometimes students are not careful in looking for what mistakes they write when comparing it with the original text. Often students find it easier to check mistakes of their own texts than their own.

Those disadvantages above can be minimized by the advantages dictation activities. There are 10 types of dictation activities. The disadvantage of dictation can be overcome by several types of dictation; one of them is running dictation. Running dictation can be used to overcome boring dictation activity. Students make a group or make a pairs. One of the members in the group learner is the writer and the other is the runner who goes to the dictation text. They have to memorizes, returns to the writer and retells it.<sup>27</sup> That activity can turn boring into fun activity. Dictation for a mixed class this activity the teacher will read the text slowly and several times for students who are not expert in dictation and for expert dictation teacher will read the text once and quickly.<sup>28</sup> This types of dictation can use for teacher teaching in multi-level-classes which some students may find difficulties when using dictation in the class. The disadvantage of dictation is students pay less attention to what mistakes have been made. Sentence dictation can help the student's to know their mistake with checking their own work by the teacher or other students who write sentences on the board.<sup>29</sup>

## 3. Dictation in English Language Teaching for EFL

In Indonesia, English as a foreign language, teachers must know what techniques are used in teaching English. One of them is the dictation technique in teaching English in the classroom. Whitaker on Rahimi stated that dictation as a good teaching device. He says, "to teach both literacy and ability to read foreign language, dictation might beneficial for teaching and valid for testing".<sup>30</sup> In teaching English as foreign language dictation can be

<sup>&</sup>lt;sup>27</sup> I. S. P. Nation and J. Newton, 2009. Teaching ESL/EFL Listening and Speaking. Routledge, Madison Ave, New York 62

<sup>&</sup>lt;sup>28</sup> Ibid

<sup>&</sup>lt;sup>29</sup> Ibid

<sup>&</sup>lt;sup>30</sup> Mohammad Rahimi . 2008. Using Dictation to Improve Language Proficiency. The Asian EFL Journal, Volume 10, Number 1

used as assessment in foreign language learning.<sup>31</sup> The use of dictation can help teachers in making assessments in accordance with the goals and needs of the teacher. Morris on Rahimi stated that dictation can be used as testing techniques. Besides that, the most important is dictation can be used as a learning activity, which dictation can develop students' accuracy in writing and listening and reinforces vocabulary and structure.<sup>32</sup> It can be conclude that dictation is very suitable to be applied in English language teaching for EFL, because dictation have a lot benefits in teaching process such as assessment, testing, and learning activity.

## 4. Reason Teaching Use Dictation

Every teachers have a reason or consideration use some method or activity in their teaching learning process. The activity like dictation is familiar to teachers in teaching English because there is a lot of benefits in teaching learning process. Montalvan stated that teacher use dictation because it able to develop students' four-language skills in an integrated way, it can help students learn grammar, it can help develop students' short-term memory, train students careful in listening, students' get new language, and Correction can be done by the students peers correction of written dictation leads to oral communication.<sup>33</sup> Dictation could be used for both testing and learning, she

<sup>&</sup>lt;sup>31</sup> Semin Kazazoğlu, 2012. Dictation as a language learning tool. Procedia - Social and Behavioral Sciences 70, 1338 – 1346

<sup>&</sup>lt;sup>32</sup> Mohammad Rahimi . 2008. Using Dictation to Improve Language Proficiency. The Asian EFL Journal, Volume 10, Number 1

<sup>&</sup>lt;sup>33</sup> Montalvan, R. 1990. Dictation updated: Guidelines for Teacher-training Workshops

assumed that dictation can help students in learn language and encouraged students' awareness of the written language.<sup>34</sup> The use of dictation can be two model in teaching those are as testing and learning, it depends on teacher's and students need what model that used in teaching learning process. Furthermore teacher's reason used dictation are dictation is suitable for a wide ages and range wide of levels, students have an opportunities to make their own text, and have variety correction techniques.<sup>35</sup> It can be conclude that reason teaching use dictation is suitable for wide range of levels and ages, it can be a testing and learning in teaching, and give a student's opportunities to make their own text and correction together with their friends.

### **B.** Previous Study

Some previous studies related to this research had been conducted by other researchers that focused on dictation activity. Those are the following:

First previous study is from Qu Tang wants to know the effectiveness of dictation method in teaching vocabulary. The method used by the author is experimental research and to get the data from students 2008 of Guilin University of Technology, China majoring gemology, 40 students of Class one as treatment class and majoring in telecom 45 students of Class two as comparison class. So, the total of his participants are 85 students. The result showed that the use of dictation method in teaching vocabulary, students can effectively develop students'

<sup>&</sup>lt;sup>34</sup> Valette, R.M. 1964. The use of the dictee in the French Language Classroom. Modern Language Journal. 48, 431-441

<sup>&</sup>lt;sup>35</sup> Davis, P. and Rinvolucri, M. 2002. Dictation. New Methods, New Possibilities. Cambridge University Press

memorizing words and properly use English vocabulary<sup>36</sup>. This study focus on the effectiveness of dictation method in teaching vocabulary at Guilin University of Technology while the recent research focused to describe dictation activities in teaching English at State Islamic Junior High School Surabaya.

Second previous study from Galina Kavaliauskienė and Irena Darginavičienė, the aim of this study is to investigate the use of dictation as a language learning tool based on students' attitudes. To answer this issue, the researcher used experimental as research method. The subjects of this study is from students of 1st and 2nd year psychology and law at the Faculty of Social Policy, Mykolas Romeris University, Lithuania, participants each group consisted 46 students. The finding from this study are class dictation have some advantages such as dictation develop students' listening and writing skills and more pay attention in problematic language areas, dictation is a fun activity which students can make pairs or small group, dictation make students more active with comparing their works to their friends<sup>37</sup>. This previous study focus on the use of dictation as a language learning tool based on students' attitudes while the recent research focused the reason of English teacher choose particular dictation activities. This study use experimental as research method while the recent research use interview and observation as research method.

Third previous study from Mohammad Rahimi want to investigate the effect of dictation and to see it helps improving language proficiency. The quantitative method was used by the researcher to get the data from 65 EFL learners Shiraz

<sup>&</sup>lt;sup>36</sup> Qu Tang, 2012. The Effectiveness of Dictation Method in College English Vocabulary Teaching. Theory and Practice in Language Studies, Vol. 2, No. 7, pp. 1472-1476

<sup>&</sup>lt;sup>37</sup> Galina Kavaliauskienė and Irena Darginavičienė, "Dictation In the ESP Classroom: A Tool to Improve LanguageProviciency," English for Specific Purposes World 8, no. 23 (n.d.),

University, Iran through; experimental group consisted 34 students and control group consisted 31 students. The result of this study is research revealed that experimental group and control group showed improvement in their performance on the whole proficiency test. But they have different improvement, experimental group showed that reading, vocabulary, listening comprehension, and grammar are improvement, on the other hand control group showed only the section of vocabulary is improvement.<sup>38</sup> This research want to know there is improvement or not the use of dictation it helps improving language proficiency while the current research is to analyze the reason of choosing the particular dictation activities in teaching English.

Fourth research was done by Febtriningsih, the researcher want to improve students' listening skill use dictation in descriptive text. This study used quantitative method to get the data from 32 students SMP Negeri 22 Surakarta. This study found that students' listening skill are improved used dictation and teacher stated that students need high concentration during dictation, if they are not concentrated or their concentration is lost they will miss the text read by the teacher and they get difficult to accept the next text read by the teacher. The used dictation also train students' hearing to become more familiar with English pronunciation and students also have opportunity to develop their listening skills.<sup>39</sup> The previous study focused on students' listening skill use dictation in descriptive text while the recent

<sup>&</sup>lt;sup>38</sup> Mohammad Rahimi, 2008. Using Dictation to Improve Language Proficiency. The Asian EFL Journal, March/2008, Volume 10, Number 1

<sup>&</sup>lt;sup>39</sup> Febtriningsih, 2018. Meningkatkan kemampuan Listening Skill melalui Metode Dikte Pada Teks Deskriptif SMP Negeri 22 Surakarta. Jurnal Penelitian Kebijakan Pendidikan Volume 11, Nomor 3

study focused on teachers' reason use particular dictation in teaching English. This study used quantitative method, while the recent study used qualitative method.

Another previous study explored there is significant effect or not in students before and after being taught using running dictation in reading comprehension in descriptive text. This study used quantitative, and data get from 30 students class VIII D at SMP Muhammadiyah 2 Kediri 2017/2018. The finding revealed that there is significant effect the use of running dictation in students' reading comprehension, it can be seen from the previous score use running dictation is 54 and after use running dictation is 73,66.<sup>40</sup> The previous study focused on reading comprehension in descriptive text used running dictation while the recent research focused to the use of dictation activities and the reason in using it. The objective of previous study is to know there is significant effect or not in students before and after being taught using running dictation in reading comprehension in descriptive text, while the recent study describe dictation activities and analyze the reason choosing the particular dictation activities in teaching English. The last difference is this research use the method used quantitative while the recent study used the qualitative.

Another previous study conducted by Tri and Murni explored about the effectiveness split dictation to improve students' listening skill. To answer this issue, the researcher used experimental as research method. The subjects of this study is from 72 students of the tenth-grade students of SMA N 1 Sukorejo. The

<sup>&</sup>lt;sup>40</sup> Nur Devi Sinta, 2018. The Effectiveness of Teaching Reading Comprehension Using Running Dictation Technique at The Eigth Grade Students of SMP Muhammadiyah 2 Kediri. Universitas Nusantara PGRI Kediri

result showed that split dictation is effective enough to improve students' listening achievement. Researchers stated that split dictation technique really gave a good contribution to improve students' listening skill, besides it also changed the students' learning behaviour to be better. The students have gained both confidence and skills in the listening activity. Another valuable thing that the students learn from split dictation was that the technique trains students' in handwriting and spelling.<sup>41</sup> This study focus on the effectiveness split dictation used by teachers from different school.

Another previous study from Intan, the aim of this study is to know the improvement of students' ability in listening skill by using dictation technique. The researcher used mixed method to collected data from 30 students of tenth-grade of SMK-1 Al-Fattah Medan. The finding of this study is it showed that the implementation of dictation technique can improve students' ability in listening skill and can effect on students' understanding in orally English word. The students look more enjoyable, excited, and interesting when the researcher taught them in the class and using dictation technique<sup>42</sup>. The previous study focus on the improvement of students' ability in listening skill by using dictation technique, while recent study focus on the teachers' reason use particular dictation in teaching English.

 <sup>&</sup>lt;sup>41</sup> Tri Widi Kurniawan and C. Murni Wahyanti, 2019. The Effectiveness of Split Dictation as A Teaching Strategy to Improve Students' Listening Skill. Journal of English Language Teaching
 <sup>42</sup> Intan Nurjannah Nasution, 2017. The Implementation of Dictation Technique to Increase Students' Ability in Listening Skill. State Islamic University of North Sumatra Medan

The last previous study from Yihsiang Kuo want to explore the effectiveness of students' listening comprehension and attitudes, used partial dictation of an English teaching radio program (PDETRP). This research used quantitative method and using listening test and questionnaire to collected data. The subject of this study is from 31 engineering Taiwanese EFL university students' in an intermediate-level Freshman English class. The result showed that the use of PDETRP improved students' listening comprehension. The PDETRP as an alternative EFL teacher to help students solve problem word identification and segmentation words.<sup>43</sup> The difference of this study and the current study is this study want to explore the effectiveness of students' listening comprehension and attitudes, used partial dictation of an English teaching radio program (PDETRP) whether the current study described the use of dictation activities in teaching English at State Islamic Junior High School Surabaya.

From those previous studies above this research have a different aim, focus, object, and method. Those previous study focus on the effectiveness, the improvement, and students' attitude toward the use of dictation in teaching. Therefore, this research focus on the dictation activities used in teaching English and the reason used particular activities in teaching English. This research used qualitative method and the object of this research is English teacher.

 <sup>&</sup>lt;sup>43</sup> Yihsiang Kuo, 2010. Using Partial Dictation of an English Teaching Radio Program to Enhance EFL Learners' Listening Comprehension. Asian EFL Journal. Professional Teaching Articles. Vol. 47

#### **CHAPTER III**

### **RESEARCH METHOD**

This chapter III presents and discusses the procedures for conducting the study. It covers the research design, the subject of the research, the data and source data, the data collection technique, the research instrument, and the data analysis technique.

### A. Research Design

This study used the qualitative method to collect the data. Creswell assumed that qualitative design is analyzing and exploring a group or individual of person who has its own problem.<sup>44</sup> This study aim to describe the use of dictation activities in teaching English and to analyze the reason of choosing the particular dictation activities in teaching English. To find out dictation activities in teaching English and the reason teachers used particular dictation activities. This study used qualitative method to present phenomenon using dictation activities in teaching English at State Islamic Junior High School Surabaya.

### **B.** Subject of the Research

The subjects of this study were English teacher State Islamic Junior High School Surabaya. Those are two English teachers from different schools, One teacher is from State Islamic Junior High School Surabaya 2 (MTsN 2

<sup>&</sup>lt;sup>44</sup> CreswellJohn W, 2007. "Research Design: Qualitative, Quantitative and Mixed Methods Approaches" (3rd Edition). Thousand Oaks, CA: Sage. p.4

Surabaya) and one teacher from State Islamic Junior High School Surabaya 4 (MTsN 4 Surabaya). The subjects were chosen based on two criteria, those are teacher who has experience in teaching English more than 5 years and already applied at least 2 dictation activities for more than 1 year. Furthermore, the subject in this study answered all the research question given by the researcher. The criteria of the school have to has A accreditation and have a good facilitate in the teaching-learning process.

### C. Data and Source of Data

The data needed in this study are types of dictation activities used by teachers to teach English at State Islamic Junior High School Surabaya and teachers' reason or consideration used particular dictation activities in teaching English. The source of data in this study is one teacher at State Islamic Junior High School Surabaya 2 and one teacher at State Islamic Junior High School Surabaya 4.

### **D.** Data Collection Technique

The researcher conducted the online questionnaire and online interview to collect data, because the pandemic of COVID-19 did not know when it would end, and the researcher decided to use online questionnaire checklist and online interview to collect the data. To get the data from the first research question what dictation activities are in teaching English at State Islamic Junior High School Surabaya, the researcher used online questionnaire checklist in the form of open ended questionnaire. The researcher distributed the online questionnaire checklist via WhatsApp to the English teachers using dictation activities in teaching and learning process. The researcher shared the questionnaire by via WhatsApp before online interview session. For the second research question why teachers used particular dictation activities in teaching English at State Islamic Junior High School Surabaya, the researcher interviewed the teacher regarding the reason of using particular dictation activities in activities in teaching English. There were two different English teachers who answered the online questionnaire and interviewed in this study. The researcher interviewed the teachers after answering the online questionnaire given by the researcher. The online interview session conducted by phone between researcher and the teachers. The researcher also recorded the conversation between the researcher and teachers to get the data related teachers' reason in using particular dictation activities in teaching English.

### E. Research Instrument

In this research, there are two research questions. The first question is the use of dictation activities in teaching English and the reason teachers used particular dictation activities in teaching English. The researcher used an online questionnaire and online interview as an instrument to answer both research questions.

### 1. Online Questionnaire Checklist

In this research, the author used online questionnaire checklist in the form of open ended questionnaire to get the data English teachers in using

29

dictation activities in teaching English. The use of online questionnaire checklist for identifying characteristics of dictation activities is designed using "Yes" or "No" checklist based on variations of dictation and adopted from Nation and Newton's Theory. The online questionnaire checklist also used field notes that provide opportunities for the teachers to describe the activities of dictation activities that have been carried out. The online questionnaire checklist contains five columns which number. characteristic of dictation activities, yes, no, and notes. In column characteristic of dictation activities, there are characteristics dictation activities which every dictation activities have the same and different character. In column notes the teacher can fill the notes if they have additional information related with the dictation activities that have applied.

2. Online Interview

This research, the researcher used online interview to gain the second research question about teachers' reason used dictation activities in teaching English. The number of questions on the online interview guideline adapted from Patel and Praven's theory contains 15 questions asked to the teachers. The researcher used semi-structured interview because the researcher asked additional question when respondent answered the question of online interview.

### F. Data Analysis Technique

This study used a qualitative method and collected the data by the using online questionnaire and interview open ended questions. Then, after collecting the data, the data was analyzed by the researcher. Creswell stated that to analyze data in qualitative there were some steps, which are they are organizing and analyzing the data, preparing text for coding, coding data, and working with the coded data.<sup>45</sup> This study also used same steps based on Creswell's steps.

To answer the First research question the data collected using online questionnaire checklist. To analyze data from the online questionnaire checklist Firstly, the researcher read all the result questionnaire from the participants, then made a point from the result questionnaire, after that the researcher described the findings and the data presented descriptively. The researcher made a description based on the data collected with the theory. To support the result the researcher used Nation and Newton's theory. After that, the data explained by the researcher specific but brief and clear description.

Second research question the data collected using online interview. To analyze the data online interview the researcher made transcription from the record, then the researcher read the transcription couple times and identified the transcription then researcher highlighted and gave codes to the main theme and took key points related with topic teachers' reason used dictation

<sup>&</sup>lt;sup>45</sup> CreswellJohn W, 2007. "Research Design: Qualitative, Quantitative and Mixed Methods Approaches" (3rd Edition). Thousand Oaks, CA: Sage

activities in teaching English, and the last step researcher made a summarize descriptively of the result from interview.

### G. Checking Validity of Findings

To check the validity of the study the researcher used triangulation. According Meijer there are five variations of triangulation such as triangulation by data source, triangulation by method, triangulation by researcher, triangulation by theory, triangulation by data type<sup>46</sup>. Refers from the purpose of this study, this research used triangulation by data to check the result of the study. Triangulation by data is the data collected from different persons, or at different times, or from different places<sup>47</sup>. To collected the data this study used more than one persons, times, and place on the same topics. Moreover, to measure the findings were confirmed by the theories used in this study and the experts of the topic namely the supervisors.

 <sup>&</sup>lt;sup>46</sup> Paulien C. Meijer, Nico Verloop and Douwe Beijaard. 2002. Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity. Kluwer Academic Publishers. Printed in the Netherlands
 <sup>47</sup> Ibid

#### **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter IV provides the finding and discussion of this study. There are two parts which are finding of this study and discussion. The finding of first research question that is what dictation activities in teaching English at State Islamic Junior High School Surabaya and the second research question is why teachers use particular dictation activities in teaching English at State Islamic Junior High School Surabaya. The detail information of the findings and discussion the research will be explained in the following sections.

### A. Research Findings

This section described the findings of this research based on the research questions of this study. There are two research questions first what dictation activities in teaching English at State Islamic Junior High School Surabaya and the second research question is why teachers use particular dictation activities in teaching English at State Islamic Junior High School Surabaya. To obtain the data related to dictation activities in teaching English and the reason use the particular choosing the particular dictation activities in teaching English, the researcher shared the online questionnaire and interviewed two English teacher who taught English using dictation activities at State Islamic Junior High School Surabaya. The findings of this study explained descriptively as follows.

### 1. Dictation activities in teaching English at State Islamic Junior High School Surabaya

The questionnaire was shared to two English teachers, teacher one from State Islamic Junior High School 4 Surabaya and teacher two from State Islamic Junior High School 2 Surabaya as participants in this study. Table 4.1 that showed the dictation activities in teaching English in the following table.

 

 Table 4.1

 Dictation activities in teaching English

 Running Dictation
 Dictation of long Phrases
 Dictation for a Mixed Class
 Sentence Dictation
 Unexploded dictation

Teacher 1	-	$\checkmark$		-	$\checkmark$	-	
Teacher 2	✓	√		✓	$\checkmark$	√	
Table 4.1	l showed	some	sim <mark>ila</mark> r	dictation	activities	used in	teachin

Table 4.1 showed some similar dictation activities used in teaching English. Two English teachers used dictation of long phrases and sentence dictation in teaching English. Beside used those dictations, teacher two from State Islamic Junior High School 2 Surabaya also used running dictation, dictation for a mixed class, and unexploded dictation in teaching English.

a. Running Dictation

Table 4.2

Characteristic of Running Dictation

Characteristic of Running Dictation					
	Sentences in front of the class	Work in group	Divided the job as runner and writer	Memories and retells the sentence	
Teacher 1	-	-	-	-	
Teacher 2	V	V	V	V	

Based on data questionnaire teacher two used running dictation in teaching English. Here are activities used by the teacher in applying running dictation. First the teacher explains the technician and the rules of dictation activity to the students before dictation activity begins. After explains the technician and the rules of dictation activity, the teacher goes out to the classroom to post a piece of paper which contains about 7 sentences of typed text. The text used is neither too long nor too short. Teacher usually stick the paper in several places such as on chairs and trees using adhesive tools. The teacher back to the classroom and divides the students into four group, each group consist 8 students. The teacher divides group with some consideration such as physical appearance of the students, if there is one group containing fat students and the others group containing thin students it will affect to the dictation activity, because if the fat students running to the text they will be slower and easily get tired than the thin students. The teacher also considers about their English ability in this case meaning that in each group consist of one good in English and some others are not. The gender is also a consideration for teacher when dividing groups, the number of female and male are the same.

After dividing groups the students asked to discuss with their group, who will be runners and who will be the writer. When the time already is over to discussion the teacher started the dictation activity and asked the runners to get out to the class to reading and memorize one sentence in the text. Every runners can memorize one or more sentence and they can't bring the stationary such as pen, pencil, marker, and the others stationary when they memorize the text. If the runners already memorize the text they can back to their group and retells it what they have memorize to the writer. The first runner finished retelling to the writer, the second runner can get out to the class and do the same like first runner, likewise for third runners and so on.

After all the group finished dictation activity, the teacher will give a reward to the group has finished the dictation activity quickly and correctly. The reward given by the teacher is additional score. The first group has finished the dictation quickly and correctly will get additional score 20, the second group has finished the dictation quickly and correctly will get additional score 15, third group get 10, and the last group get 5. Usually teacher will give rewards at the next meeting by correcting the results of all the groups together, because the time for teaching English is over.

b. Dictation of long phrases

Table 4.3

Characteristic of Dictation of long Phrases				
	Teacher reads long phrases several times	Phrases contains ten or more words		
Teacher 1	V	V		
Teacher 2	V	V		

Characteristic of Dictation of long phrases

Table 4.3 showed that two teachers used dictation of long phrases in teaching English. Teacher one stated that the first step is read aloud a paragraph text to the students. One paragraph consist of several sentences. The teacher used text in one long sentence about 10 to 12 words. The teacher reads the text three time for students who have better and less ability in English. Different from teacher one, teacher two reads a long phrases once or twice to the class which have a better ability in English. Otherwise, for the class which have less ability in English the teacher will read a long phrases four times. The teacher used same long phrases for both class, the phrases consist about 10 or more words.

c. Dictation for mixed class

 Table 4.4

 Characteristic of Dictation for a Mixed Class

Characteristic of Dictation for mixed a class						
	Teacher reads text once without stopping	Reads text quickly for good students in good English	Reads text slowly for students not good in English	Reads text twice		
Teacher 1	-	-	-	-		
Teacher 2	V	V	V	V		

From the table 4.4 showed that dictation for a mixed class used by teacher two in teaching English. In this dictation activity teacher reads the dictation to all students who have a better and less abilities in English. The teacher have two version in applying dictation for a mixed class. First the teacher will reads a dictation quite quickly for the students who are good in English about two or three times, then teacher will read again the text slowly to the students who are not good in English two or three times too. While the teacher reads the dictation with slowly version to students, students who have completed the dictation can re-check their work. The different between version one and two in dictation for a mixed class is only in the speed of read.

d. Sentence dictation

Characteristic of Sentence Dictation					
	Teacher says sentence	Students listen and write the sentence	Correction ways depend the teacher	Students check their answer	
Teacher 1	V	V	V	V	
Teacher 2	V	V	V	V	

Based on the table 4.5 two teachers used sentence dictation in teaching English. The teacher one reads a sentence three to four times, because teacher one assumed that when students listened once, they will listen and understand what they heard, second time students understand and start to write what they heard but it's not perfect, the third time students completed what they heard and can completed their write on their books. After dictation finished, the teacher did a correction together with the students. Usually teacher asked or offered to the students who want to try to come forward to write what they heard on the white board, when the students made a mistake the others students can help to correct it. If all students

# Table 4.5Characteristic of Sentence Dictation

can't write their dictation on the whiteboard correctly, the teacher will write the correct answer. In line with the teacher one, teacher two also did the same steps. Teacher two reads a sentence about three or four times to the students, then students will write what they heard on their books. In correction session the teacher give a chance to the students to write a sentence based on their work on the whiteboard, if there is no students to came forward, the correction can be done by the teacher write the sentence on the whiteboard.

e. Unexploded dictation

Characteristic of Unexploded Dictation							
	Teachers records their voice in the tape-recorder	Students listen through tape-recorder	Make transcription	Students free used tape-recorder to make an accurate transcription			
Teacher 1	-	-	- //	-			
Teacher 2	V	V	V	V			

 Table 4.6

 Characteristic of Unexploded Dictation

According to table 4.6 teacher two used unexploded dictation in teaching English. In this dictation, first thing to do is the teacher used native speaker voice with normal speed. The teacher provides a tape-recorder and students can control the tape-recorder by themself which provided on the teacher's desk. The students listen to the dictation by tape-recorder together. If there are students who did not understand what they heard they can press the rewind button or they can press the pause button to really make an accurate transcription.

### 2. Teachers' reason in using particular dictation activities in teaching English at State Islamic Junior High School Surabaya

There are types of dictation activities in teaching English, two English teachers was interviewed by researcher to find out the teachers' reason in using particular dictation activities in teaching English. The findings indicate that there is no different reason between teachers' considerations in using particular dictation activities in teaching English. The following section described teachers' reason using particular dictation in teaching English.

a. Get used to listen in English

The teachers assumed that the use of dictation activities can train the students to re-write what they have listened, but it depends on the student's background knowledge or student's habits reading a dictionary, in listening to English in the form of songs, videos, or audio and interest in English with student's who have less interested with English and unfamiliar or rarely listening in form English songs, videos, or audio can affect in dictation activities. This narration can be confirmed by the following statement

"For students who frequently listen to English songs, English videos, or English audio they can re write what they have heard, but for students don't have habits or rarely listen native speaker in the form of song, audio, and etc. they will make a mistake, So they will write the

## same like what they heard, even though the vocabulary has different pronunciation and written." (Teacher 1)

Therefore, the teacher usually gives audio English in dictation activities used to habitually listening. Students who often or habitually to listening English are able to rewrite exactly what they have already heard into written form.

On other hand students understand the part of each sentence and word phrases. In some case there are some students who are able to understand every sentence or words given by teacher, and there are some students who are less able to understand, sometimes the teacher has to translated difficult words on the whiteboard. Besides that before dictation activities begins, the teacher trains the students' listening by giving a warming up. The teacher gives an English video without translator to the students and let they understand the meaning words through the expression, accent, or lip movements contained in the video trains to the students. If the students still don't understand the meaning of words, the teacher asked to the students to find meaning words that don't they understand in their dictionary. Usually after teacher gives a video to the students, the teacher asks to the students to explain again what the contents of the video, automatically students must understand first to re-explain what they have heard. Indirectly the teacher trains to the students to understand a words or phrase what they have already heard. This description can be proven by following statement.

"Yes it can, but that's how learning English especially foreigners like us, if every word, every phrase or sentence sometimes we have to interpret it directly or I write it down on the blackboard but there are some students who already understand every sentence I give. Back again from the student's ability earlier, if the students are lacking in ability, I will help translate a few words, not the whole sentence." (Teacher 2)

"Before dictation activity I gave a warming up to the students, I showed the English video without translator, they could see the expression, see the accent, and see the lip movements, they knew the pronunciation like this so they write like what they have heard, they thought the writing like this and usually I asked them to look in dictionary, what it means, So indirectly I trains them to understand a word or phrase then if they don't know the meaning immediately they look for it in the dictionary, then I asked students to re-explained what the content of is in the video, after warming up then I can give the dictation to the students." (Teacher 1)

Thus, it can be seen that the warming up before dictation activities like giving a video without translator can are get used to listening and make a dictation running well.

### b. Teach how to write well

Dictation activities used by teachers can help students to understand the punctuation. Before teachers give a dictation activity, they taught to the students the characteristics when there are punctuation such as (.) and (,) based on the time duration given by teacher. In the same time the teacher also told that there are some words are not written as they are spoken like. Usually teacher gives an example with write the words and pronounce it. The teacher also teach the stress word to the students, because stress word is important in dictation. When dictation started the students have already know difference the use of punctuation (.) and (,) the students also understand some words are not written as they are spoken like. This narration can be proven by the following statements,

"Before dictation begin I taught them with gave an example in the form of reading and I asked them to read same like me. When they read at the same time, I usually told the students if there is a period (.) or comma (,) the duration time like this, so that when I read it in a dictation session they know Oh this stops first, Oh this is a comma, like that." (Teacher 1)

"Before the dictation activity, I told them the different characteristics of punctuation, such as periods, question marks, and so on. For example, if there is a comma the pause is between one and three seconds, if there is no pause, it is about five to six seconds, when it is clear everything will just start the dictation activities. On the other hand, I also taught intonation such as stress, the word has stress, so teaching word stress and sentence stress is very important in its secret dictation." (Teacher 2)

From those statements, it can be inferred that before dictation activities started, the teacher taught to the students the characteristics when there are punctuation such as (.) and (,) the duration time can distinguish the use of punctuation and word stress are important thing in dictation.

In dictation activities the students pay less attention to use capital letters, even though to the students have a good and less English abilities. The teachers argues that social media can give an effect to the students, because social media ignores language rules which affect to students that the students get used to, but teachers solved that problem with reminds to using capital letters well.

"If the capital letters are for these students, sometimes there are many who get it wrong, because even though the students whose input is high, even smart students often ignore the problem of capital letters. There is social media, there is no correction right, so they seem to think that this is true, the examples of text, texts in our social media always ignore language rules, because they are used to it, that is, it was carried away too, so I often fix it punctuation problems, especially capital letters." (Teacher 1)

"Maybe there are some students whose dictation is good and students have an good English they can understand, but most of them don't really care about that. After the period (.), there should be using capital again, if the students who don't know, they can just run away. Students like this are less concerned with capital letters." (Teacher 2)

Based on those statements, it can be seen that students have a good ability in English and not care less about the use of capital letters when dictation activities, but the teacher often corrects and reminds the students to use the right of capital letters.

Dictation activities used teacher to teaching English trains the students writing at good reasonably speed. The student more focused what they have already heard, because they have to manage when they have to listen and when they have to write what they have already heard, if they are not focused they will be left behind. Usually the teacher gives students 10 seconds to write down what they have already heard, but there are some students can't finished their dictation but the difference is not that much. The teacher assumed that the students who can't finished their dictation it depends to their English students' ability. If the class have a students who are finished their dictation, if the class have a students who are less English ability, there are many students can't finished their dictation. "Because if they are not fast then they will be left behind, because usually when I do dictation, or I read it 3 times the first reading is finished, I give it a short pause maybe only 10 seconds. So if it can't be like that it can be left behind, if the students we taught are students who high ability, in fact almost no one is left behind, but if what we teach are students whose input it can be called that it is rather low. In fact, many are left behind, so it depends on student input." (Teacher 1)

From that statement, it can conclude that writing at good reasonably speed based on student's English ability. Students who have a good ability in English they can finished their dictation and students who are not have a good ability in English they students can't finished their dictation.

### **B.** Discussion

In this section, the researcher discussed about the main findings of this study and the relation with the theory by reflecting previous studies based on two research questions, for each following problems.

### 1. Dictation activities in teaching English at State Islamic Junior High School Surabaya

Based on the research findings, the researcher summarizes the dictation activities used by teachers in teaching English. The researcher found there are two dictation activities used by teachers in teaching English which are dictation of long phrases and sentence dictation in which every dictation has each step.

### a. Dictation of Long Phrases

Dictation of long phrases this activity teacher readings long phrases or sentences read by the teacher couple times, and each group of the sentence is more than ten words.<sup>48</sup> It found that the teachers used dictation of long phrases by teacher one, first step teacher reads aloud a text. One paragraph consist of several sentences. The teacher used text in one long sentence about 10 to 12 words. The teacher reads the text three time for students who have better and less ability in English. The teacher usually reads each sentence three times for students that have better and less ability in English. Different from teacher one, teacher two reads a long phrases once or twice to the class which have a better ability in English. Otherwise, for the class which have less ability in English the teacher will read a long phrases four times. The teacher used same long phrases for both class. The teacher used same long phrases for both class, the phrases consist about 10 or more words. Those steps supported by Nation and Newton theory they stated that when teachers teach writing part of dictation, they can read long phrases and sentences couple times. It can be about 10 or more words.<sup>49</sup>

b. Sentence Dictation

Sentence dictation is the activity the teacher says sentences students write down what they heard, then correction can be done by students or teacher writes the sentences on the board.<sup>50</sup> It revealed that two teachers using sentence dictation in teaching English by First teacher reads a sentence three to four times, then students completed what they have already heard and can completed their writing on their books. Second teacher did this dictation same

 <sup>&</sup>lt;sup>48</sup> I. S. P. Nation and J. Newton, 2009. Teaching ESL/EFL Listening and Speaking. Routledge, Madison Ave, New York 63
 <sup>49</sup> *Ibid*

<sup>&</sup>lt;sup>50</sup> Ibid 65

like first teacher. Second teacher reads a sentence about three or four times to the students, and then students will write what they have already heard on their books. After the teachers dictated then did a correction together with the students, usually teacher asked or offered to the students who want to try to come forward to write what they have already heard on the white board, when the students made a mistake the others students can help to corrected. If all students can't write their dictation on the whiteboard with correctly, the teacher will corrected. In correction session the teacher give a chance to the students to came forward, the correction can be done by the teacher write the sentence on the whiteboard. As supported by Vallete in her study in session correction after dictation it can be done by the students' peers correction of written dictation leads to oral communication.<sup>51</sup> In this study the teacher give students opportunities to come forward to write what they have already heard on the white board.

### 2. Teacher's reason in using particular dictation activities in teaching English at State Islamic Junior High School Surabaya

Based on Interview in research findings, the researcher found that teachers have a similar reason used dictation of long phrases and sentence dictation in teaching English would be presented as follows:

<sup>&</sup>lt;sup>51</sup> Valette, R.M. 1964. The use of the dictee in the French Language Classroom. Modern Language Journal. 48, 431-441

### a. Get used to listen in English

According Patel and Praveen's theory the used dictation in the class students are able to re-write what they have heard. Students can write down in their note book directly what they are listening to when the teacher speaks.<sup>52</sup> The teachers assumed that the use of dictation activities can train the students to re-write what they have listened, but it depends on the student's background knowledge or student's habits reading a dictionary, in listening to English in the form of songs, videos, or audio and interest in English with students who have less interested with English and unfamiliar or rarely listening in form English songs, videos, or audio can affect in dictation activities. This finding supported by Tri and Murni, in their study they found that dictation improve in students' listening skill and trains students' in handwriting<sup>53</sup>. The researcher have same idea that dictation trains students in writing and listening. Teachers. If the teacher often gives dictation to students, the students' listening and writing skills improve and the results will be perfect.

Patel and Praven's theory stated that students are able to understand word phrases and part of each sentence. They don't just listen what they heard, but they understand what they heard in detail.<sup>54</sup> In some case there are some students, who are able to understand every sentence or words given by teacher, and there are some students who are less able to understand, sometimes the

<sup>&</sup>lt;sup>52</sup> Patel, M.E and Praveen M. Jain, 2008. English Language Teaching: Methods, Tools & Techniques. Jaipur: Sunrise Publisher & Distributors p.(131-132)

 <sup>&</sup>lt;sup>53</sup> Tri Widi Kurniawan and C. Murni Wahyanti, 2019. The Effectiveness of Split Dictation as A Teaching Strategy to Improve Students' Listening Skill. Journal of English Language Teaching
 <sup>54</sup> Ibid

teacher has to translate difficult words on the whiteboard. Besides that before dictation activities begins, the teacher trains the students' listening by giving a warming up. The teacher gives an English video without translator to the students and let they understand the meaning words through the expression, accent, or lip movements contained in the video trains to the students. If the students still don't understand the meaning of words, the teacher asked to the students to find meaning words that don't they understand in their dictionary. Usually after teacher gives a video to the students, the teacher asks to the students to explain again what the contents of the video, automatically students must understand first to re-explain what they have heard. Indirectly the teacher trains to the students to understand words or phrase what they have already heard. It in line with Intan in the previous study stated that dictation technique can improve students' ability in listening skill and can effect on students' understanding in orally English word.<sup>55</sup> Dictation is not just listen and write, but students must understand what they hear before they write down on their notes. Therefore dictation help students understand each words or sentences based on what they heard.

b. Teach how to write well

Before teachers give a dictation activity, they taught to the students the characteristics when there are punctuation such as (.) and (,) based on the time duration given by teacher. When dictation started the students have already

<sup>&</sup>lt;sup>55</sup> Intan Nurjannah Nasution, 2017. The Implementation of Dictation Technique to Increase Students' Ability in Listening Skill. State Islamic University of North Sumatra Medan

know difference the use of punctuation (.) and (,).Students are able to understand punctuation and spelling.<sup>56</sup> When they listening and writing at the same time, they automatically know how to write or spell what they hear and which part they use punctuation, such as (.), (,), (?), and other punctuations. This finding supported the study by Galina and Irena who claimed that the use of dictation in teaching help students more pay attention in problematic language areas.<sup>57</sup> Sometimes students are confused in the use of punctuation such as (,) and (.) when the dictation activity takes place, in the results of this study before the dictation activity begins, the teacher taught students to distinguish the use of (,) and (.) based on the duration given by teacher. Teaching punctuation can be taught in different ways by teacher and according to student's needs.

In dictation activities the students pay less attention to use capital letters, even though to the students have a good and less English abilities. This statement doesn't related with the theory, based on Patel and Praveen's theory they stated that students are able to use capital letters.<sup>58</sup> The teachers argues that social media can give an effect to the students, because social media ignores language rules which affect to students that the students get used to, but teachers solved that problem with reminds to using capital letters well.

Students are able to write at a good speed. Students must be careful in dividing the time between listening and writing at the same time, thus they have

<sup>&</sup>lt;sup>56</sup> Ibid

<sup>&</sup>lt;sup>57</sup> Galina Kavaliauskienė and Irena Darginavičienė, "Dictation In the ESP Classroom: A Tool to Improve LanguageProviciency," English for Specific Purposes World 8, no. 23 (n.d.), <sup>58</sup> Ibid

a good speed in listening and writing.<sup>59</sup> The students more focused what they have already heard, because they have to manage when they have to listen and when they have to write what they have already heard, if they are not focused they will be left behind. Usually the teacher gives students 10 seconds to write down what they have already heard. The result of this study was in accordance with study conducted by Rahimi who stated that dictation activity helps students develop their accuracy in listening and writing.<sup>60</sup> The students more attention in listening and writing with the same time, and they have to be smart to manage that time well.



<sup>59</sup> Ibid

<sup>&</sup>lt;sup>60</sup> Mohammad Rahimi . 2008. Using Dictation to Improve Language Proficiency. The Asian EFL Journal, Volume 10, Number 1

#### **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter V provide the conclusion and suggestion of this study based on research findings and discussion which have been described in Chapter IV.

### A. CONCLUSION

From the result in this section the researcher is able to conclude the research based on research findings and discussion. The conclusion represent in the following:

- 1. Dictation activities in teaching English at State Islamic Junior High School Surabaya are dictation of long phrases and sentence dictation. Dictation of long phrases in this activity teacher reads a long phrases or sentences several times and sentences group contains ten or more words to the students. Sentence dictation in this activity where the teacher says short sentences to students then the students write down in their books what they heard.
- 2. Teacher's reason in using particular dictation activities in teaching English at State Islamic Junior High School Surabaya are students get used to listen in English, students are able to re-write what they have listened, and understand word phrases and part of each sentence. Furthermore, teachers also teach how to write well such as the use of punctuation like (.) and (,) based on duration given by teachers, how to use capital letters well, and how to write at a good speed.

### **B. SUGGESTION**

In this section based on the result of the research, the researcher gives some suggestion as follows:

### 1. For Teacher

Teachers can use the others types of dictation activities to teaching English, because there are many types of dictation activities can use in teaching English. If the teachers use other variation of dictation activities the students will be more excited in learning English.

2. For The Further Researcher

This research focused on dictation activities used by teacher in teaching English at State Islamic Junior High School Surabaya and teachers' reason use particular dictation activities in teaching English at State Islamic Junior High School. So, for the further researcher can exploring the student's responses toward the use of dictation activities in teaching English. This research focused on State Islamic Junior High School Surabaya. For further research may be able to explore in other school such as public school, boarding school, and etc.

### REFERENCES

- Bowen, Tim. 2015. "Methodology: Using Dictation in English Language Teaching." One Stop English
- Brown, H. D. *Principle of Language Learning and Teaching*. New York: Pearson Education Company, 2000

-----. Teaching by Principles: and Interactive Approach to Language Pedagogy. New York: A Pearson Education Company, 2001

Council, British. 2006. "Using Dictation". BBC Teaching English

- Cohen, Louis, Lawrence Manion and Keith Morrison. Research Methods in Education (5th edition). Taylor & Francis e-Library, 2005
- Creswell, J.W. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. (3rd Edition). Thousand Oaks, CA: Sage, 2007
- Davis, P. Rinvolucri, M. Dictation: New Methods, New Possibilities. Cambridge University Press, 2002
- Febtriningsih. 2018. "Meningkatkan kemampuan Listening Skill melalui Metode Dikte Pada Teks Deskriptif SMP Negeri 22 Surakarta". Jurnal Penelitian Kebijakan Pendidikan. Volume 11, Nomor 3
- Harmer, Jeremy. How to Teach English. Pearson Education Limited, 2007
- Kavaliauskienė, Galina & Irena Darginavičienė, "Dictation In the ESP Classroom: A Tool to Improve LanguageProviciency." English for Specific Purposes World 8, no. 23 (n.d.)
- Kazazoğlu, Semin. 2012. "Dictation as a language learning tool". Procedia Social and Behavioral Sciences 70, 1338 1346
- Kit, C.O. 2004. "Report on the Action Research Project on English Dictation in a Local Primary School". *Hong Kong Teachers' Centre Journal*. Vol. 2(4)
- Kuo, Yihsiang. 2010. "Using Partial Dictation of an English Teaching Radio Program to Enhance EFL Learners' Listening Comprehension". Asian EFL Journal. Professional Teaching Articles. Vol. 47
- Montalvan, R. 1990. "Dictation updated: Guidelines for Teacher-training Workshops". *American English*

- Nation, I. S. P. & J. Newton. *Teaching ESL/EFL Listening and Speaking*. Routledge, Madison Ave, New York 59, 2009
- Nasution, Intan Nurjannah. 2017. "The Implementation of Dictation Technique to Increase Students' Ability in Listening Skill". *State Islamic University of North Sumatra Medan*
- Patel, M.E and Praveen M. Jain. English Language Teaching: Methods, Tools & Techniques. Jaipur: Sunrise Publisher & Distributors, 2008
- Paulien C. Meijer, Nico Verloop and Douwe Beijaard. 2002. "Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity". *Kluwer Academic Publishers*. Printed in the Netherlands
- Rahimi, Mohammad. 2008. "Using Dictation to Improve Language Proficiency". *The Asian EFL Journal*. March/2008, Volume 10, Number 1
- Richard, Jack C. & Willy A. Renandya. *Methodology in Language Teaching*. Cambridge University Press, 2002
- Sinta, Nur Devi. 2018. "The Effectiveness of Teaching Reading Comprehension Using Running Dictation Technique at The Eigth Grade Students of SMP Muhammadiyah 2 Kediri". Universitas Nusantara PGRI Kediri. Simki-Pedagogia Vol. 02(3)
- Tang, Qu. 2012. "The Effectiveness of Dictation Method in College English Vocabulary Teaching". *Theory and Practice in Language Studies*, Vol. 2(7), 1472-1476
- Tri Widi Kurniawan and C. Murni Wahyanti, 2019. "The Effectiveness of Split Dictation as A Teaching Strategy to Improve Students' Listening Skill". *Journal of English Language Teaching*. Vol. 8(1), 101-108
- Valette, R.M. 1964. "The use of the dictee in the French Language Classroom". Modern Language Journal. 48, 431-441
- Yuniarti, Fatma. 2017. "Using Dictation as a Testing Device in Teaching Listening". *Inovish Journal*. Vol. 2(2)