



UN SUSKA RIAU

USING DICTATION TECHNIQUE IN TEACHING ENGLISH LISTENING SKILL AT ELEVEN GRADE OF MAN 3

KOTA PEKANBARU



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KOTA PEKANBARU



By

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Thesis

Submitted as partial fulfilment of the Requirements
for Bachelor's Degree of English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY of Sultan Syarif Kasim RIAU

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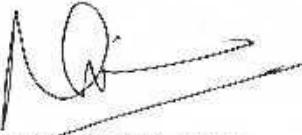
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Pekanbaru, May 19th, 2025

The researcher



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ABSTRACT

Iffatunniswa, (2025): Using Dictation Technique in Teaching English Listening Skill at Eleven Grade of MAN 3 Kota Pekanbaru

This research investigates the use of the dictation technique in teaching English listening skills to eleventh-grade students at MAN 3 Kota Pekanbaru. The study specifically applies dictation as a technique, in which students listen to a spoken passage and transcribe it to improve listening accuracy and comprehension. The research employed a quantitative pre-experimental design, administering pre- and post-tests to a single group of 36 students to measure the impact of the dictation Technique on their listening skills. The findings indicate a significant improvement in students' listening skills following the implementation of the dictation Technique. The mean score of students' listening skills increased from 52.64 in the pre-test to 74.03 in the post-test, demonstrating a notable enhancement in their listening abilities. Statistical analysis, using a paired sample T-test, confirmed a significant difference in students' listening skills before and after the intervention, with a significance value of 0.000. The findings comfrim that the dictation technique is effective in improving students' English listening skills. It is recommended that teachers apply this technique as a practical and focused activity to enhance listening comprehension in the classroom.

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ABSTRAK**Iffatunniswa, (2025): Penggunaan Teknik Dikte dalam Pengajaran****Keterampilan Mendengarkan Bahasa Inggris di Kelas
Sebelas MAN 3 Kota Pekanbaru**

Penelitian ini menginvestigasi penggunaan teknik dikte dalam pengajaran keterampilan mendengarkan bahasa Inggris kepada siswa kelas sebelas di MAN 3 Kota Pekanbaru. Penelitian ini secara khusus menerapkan dikte sebagai teknik, yaitu kegiatan di mana siswa mendengarkan wacana lisan dan menuliskannya untuk meningkatkan akurasi dan pemahaman dalam mendengarkan. Penelitian ini menggunakan desain pra-eksperimental kuantitatif, dengan memberikan tes awal dan tes akhir kepada satu kelompok yang terdiri dari 36 siswa untuk mengukur dampak metode dikte pada keterampilan mendengarkan mereka. Temuan menunjukkan peningkatan yang signifikan dalam keterampilan mendengarkan siswa setelah penerapan teknik dikte. Nilai rata-rata keterampilan mendengarkan siswa meningkat dari 52,64 pada tes awal menjadi 74,03 pada tes akhir, yang menunjukkan peningkatan nyata dalam kemampuan mendengarkan mereka. Analisis statistik, menggunakan uji T sampel berpasangan, mengkonfirmasi perbedaan yang signifikan dalam keterampilan mendengarkan siswa sebelum dan sesudah intervensi, dengan nilai signifikansi 0,000. Temuan ini membuktikan bahwa teknik dikte efektif dalam meningkatkan keterampilan mendengarkan bahasa Inggris siswa. Disarankan agar guru menerapkan teknik ini sebagai aktivitas praktis dan terfokus untuk meningkatkan pemahaman mendengarkan di kelas.

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ملخص

عفة النسوة، (2025): استخدام طريقة الإملاء في تعليم مهارة الاستماع باللغة الإنجليزية في الصف الحادي عشر بالمدرسة الثانوية الإسلامية الحكومية الثالثة بمدينة بكتنارو

هذا البحث يبحث في استخدام طريقة الإملاء في تعليم مهارة الاستماع باللغة الإنجليزية لتلميذ الصف الحادي عشر في المدرسة الثانوية الإسلامية الحكومية الثالثة بمدينة بكتنارو. يهدف هذا البحث إلى معالجة قلة الاستفادة من طريقة الإملاء في تعليم اللغة الإنجليزية المعاصرة، وإلى تقييم فاعليتها في تحسين مهارة الاستماع لدى التلاميذ. اعتمد البحث على تصميم كمي شبه تجريبي، من خلال إجراء اختبار قبلي وختبار بعدي على مجموعة واحدة مكونة من 36 تلميذاً، وذلك لقياس تأثير طريقة الإملاء على مهارات الاستماع لديهم. وأظهرت النتائج تحسناً ملحوظاً في مهارات الاستماع بعد تطبيق طريقة الإملاء، حيث ارتفع متوسط درجات مهارة الاستماع من 52,64 في الاختبار القبلي إلى 74,03 في الاختبار البعدي، مما يدل على تطور واضح في قدرتهم على الاستماع. كما أكد التحليل الإحصائي، باستخدام الاختبار الثاني للعينات المترابطة، وجود فرق كبير في مهارات الاستماع لدى التلاميذ قبل وبعد التدخل، حيث بلغت قيمة الدلالة 0,000. ويخلص البحث إلى أن طريقة الإملاء فعالة في تحسين مهارة الاستماع لدى التلاميذ، مما يشير إلى قيمتها المحتملة في تعليم اللغة الإنجليزية.

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Appendix 1 Lesson Plan

Appendix 2 Instrument of The Research

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CHAPTER I

INTRODUCTION

A. Background of the Problem

(Harmer, 2007) states that listening helps students pronounce words correctly because it increases their understanding of appropriate pitch, intonation, stress, and sound patterns for both individual words and words that blend together in connected speech. Pourhosein Gilakjani & Ahmadi, (2011) expressed that listening plays an important role in the communication process. They also state that among the four main communication skills—listening, speaking, reading, and writing—listening is the most crucial.

Similarly, (Iwankovitsch, 2001) notes that students who are good listeners benefit not only in language learning but also in other subjects because the primary goal of listening is to learn. Thus, proficient listening enables students to acquire substantial knowledge and further illustrates the advantages of strong listening skills. According to (Nor, 2014), various strategies can be applied in teaching listening, including dictation, using tape recorders, answering questions, rewriting songs, listening to or watching videos, and listening to the radio. As (Steil, 2004) mentioned, a significant portion of our communication time, approximately 45% out of a total of 70%, is spent listening, highlighting the importance of developing this skill in English learners. Prior research conducted by scholars such as (Yonezaki, 2014), (Tang, 2012), and (Kazazoglu, 2012) has indicated that dictation is a beneficial technique for enhancing listening skills in English as a Foreign Language (EFL).

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Dictation has a history dating back to the 16th century (Stansfield, 1985). However, some authors, including (Fisher, 2001) and (Brown, 2007), noted a decline in the use of dictation as a technique in foreign language classrooms during the 1960s, coinciding with the emergence of new teaching Techniqueologies.

Davis and Rinvolucri define dictation as the process of decoding English sounds and encoding them in writing. This activity can also enhance students' mastery of a foreign language and improve their listening skills. (Destiana, 2019) elaborates on the dictation process, outlining several steps: the teacher dictates a passage to the learners, who are instructed to listen and remember the content; subsequently, the learners are tasked with transcribing what they have comprehended.

Dictation is not a comprehensive teaching Technique, but a technique used within broader teaching strategies. According to (Nation & Newton, 2009), dictation is a technique in which learners listen to spoken input, hold it in memory, and write it down to develop listening and writing accuracy.

The Ministry of Education and Culture (kemendikbud, 2022) states that based on the receptive skills elements in the senior high school Merdeka curriculum, listening ability encompasses understanding information, appreciating the interlocutor, and comprehending spoken content in order to formulate relevant and contextual responses. The listening process involves activities such as hearing, identifying, understanding, and interpreting language sounds to grasp their meaning. Furthermore, listening skills are considered non-verbal communication skills that include the ability to capture

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both implied and explicit meanings in oral communication and to understand the main and supporting ideas within the information content and its context. The school fully supports the teaching and learning of these processes with facilities such as a library and computer multimedia resources. Additionally, students have the opportunity to take English classes at the school.

Based on the researcher's observation, the dictation Technique is rarely used in the English learning process in this era. Consequently, some students still experience problems and difficulties in listening, including misunderstanding what others say, hesitating to interpret what they hear, and lacking confidence in presenting their work after tests. This makes it difficult for students to predict tone, stress, and voice. These issues can stem from misunderstandings between students and teachers.

Several researchers have found that the dictation technique effectively improves students' listening comprehension, spelling, grammar awareness, and vocabulary retention. Studies by (Nasution, 2017), (Saragih et al. 2011), and (Nga & Tuyet, 2022) showed that dictation not only enhances concentration and accuracy but also supports integrated language skills, making it a beneficial method in English language teaching.

Despite being an effective strategy for improving students' listening skills, the dictation Technique receives limited attention in teaching English listening skills and is rarely implemented in the classroom. While previous studies have focused on the benefits and effectiveness of using dictation, there is a lack of research exploring why the dictation Technique is not commonly used in teaching English listening skills in the current era.

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Therefore, this research aims to identify and address the reasons for the infrequent use of the dictation Technique in teaching English listening skills and to investigate its effectiveness in improving students' listening skills at MAN 3 Pekanbaru.

Based on the description above, the researcher observed that students in the school faced difficulties in accurately identifying the words and sentences they heard. This motivated the researcher to encourage teachers to incorporate the dictation Technique into the learning process and suggest its use as a solution to these problems. Consequently, the researcher intends to conduct research titled "Using Dictation Technique in Teaching English Listening Skills to Eleventh Grade Students at MAN 3 Kota Pekanbaru."

B. Identification of the Problem.

Based on the background of the problem, the identification of the problems in this research has been as follows:

Students often face difficulties in understanding spoken English due to a lack of focused listening practice. They tend to misinterpret the content they hear during listening activities and struggle with recognizing sounds, stress, and intonation in the listening materials. Additionally, classroom listening activities are frequently passive and do not encourage active student participation. Moreover, teachers rarely incorporate dictation as a method to improve listening skills, which limits students' opportunities to develop better comprehension.

C. Limitation of the Problem

This research focuses on the use of dictation as a technique to improve students' listening skills. The term "Technique" used in the title refers specifically to the implementation of the dictation technique, not a comprehensive teaching Technique. Especially in the eleven grade of MAN 3 Kota Pekanbaru.

D. Formulation of the Problem

Based on the background above and the many problems, the researcher developed the following question:

1. How are students listening skills before taught by using the dictation Technique in teaching English at MAN 3 Kota Pekanbaru?
2. How are students listening skills after taught by using the dictation Technique in teaching English at MAN 3 Kota Pekanbaru?
3. Is there a significant difference before and after students taught by using the dictation Technique in teaching English listening skills?

E. Objective of the Research

The researcher analyzes this research for objectives as follows:

1. To describe students listening skills before taught by using the dictation Technique in teaching English at MAN 3 Kota Pekanbaru.
2. To describe listening skills after taught by using the dictation Technique in teaching English, MAN 3 Kota pekanbaru.

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3. This study aims to examine whether there is a significant difference in students' English listening skills before and after being taught using the dictation technique.

F. Significant of the research

The researcher hope that this result was given them more benefit in their contribution:

1. The result of this study is to improve students listening skills using the dictation Technique.
2. The result of this research can motivate students to be interested in learning more about their listening skills.
3. This research supports the teacher in making learning easier using a dictation Technique, so that can be the purpose of teaching and learning English.
4. This study contributes to existing research by highlighting the effectiveness of dictation as a technique, which can be implemented within any suitable teaching Technique or classroom strategy.
5. As a reference for other researchers who want to study more about dictation Techniques for teaching English listening skills.

G. The Definitions of the Terms

1. Listening

According to (Brown, 2002), listening is a spoken or written response from a student that indicates correct (or incorrect) auditory processing. In this research, listening is defined as the process of

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interpreting information by using the dictation Technique with students, aiming to increase their interest in developing listening skills.

2. listening Skill

According to Russell, as cited in (Tarigan, 2008), listening skills involve listening with comprehension, attention, and appreciation. This process necessitates the integration of other language skills, such as vocabulary mastery, pronunciation, writing, reading, and speaking. In this research, listening skills are considered crucial abilities that learners need to develop: hearing what someone says and, when listening to learn, actively paying attention, comprehending the message, and showing respect to the speaker.

3. Dictation Technique

In this research, “dictation Technique” refers specifically to dictation as a technique, defined by (Nation & Newton, 2009) as an activity where students hear spoken input, hold it briefly in their mind, and transcribe it. It aims to develop listening accuracy and focus.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Dictation Technique

(Kidd, 1992), in his book *Teaching ESL Students through Dictation*, describes dictation as an interesting, motivating, and communicative technique specifically designed for teaching listening. (Saragih et al. 2022) support this, stating that teachers use dictation to create an enjoyable atmosphere in listening lessons, aiming to increase student engagement in the learning process.

However, (Hamada, 2016) points out that dictation is an ancient technique, and the habit of teachers dictating may seem outdated in the current era. This implies that dictation has been employed for many years in language teaching. Typically, in a dictation exercise, students listen to a paragraph and fill in the blanks. Furthermore, the term "mendekte activity" refers to a teacher reading aloud a text while the audience takes notes.

(Nation & Newton, 2009) define dictation as "a strategy or technique where the learners receive some spoken input, hold it in their minds and write it down." Similarly, (Flowerdew & Miller, 2005) describe it as a simple technique where a listener attends to an oral text and writes down what they hear. The passage may be presented more than once and often in segments or information units.

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Building on this (Norris, 1993) defines dictation as a text read by the teacher or played on a cassette tape once straight through for students to listen and understand. Subsequently, the text is broken into short sections with pauses for students to write down what they have heard. (Herusatoto, 2016) notes that this is the most common form of dictation known by many teachers and students, sometimes perceived as a monotonous exercise.

Dictation, defined as the process of transferring spoken language into writing, supports the development of both writing and listening skills (Gültekin & Aktay, 2014). (Flowerdew, 2005) elaborates that presenting the text in segments or information units provides learners with time to process the language and write it down. This indicates that dictation assesses pupils' short-term memory, spelling, vocabulary comprehension, and understanding of spoken language. To accurately transcribe aural codes into written symbols, students must comprehend the material and identify each word and sentence read. Moreover, (Indah, 2019) and (Yuniarti, 2017) suggest that dictation can enhance students' confidence and motivation, while (Lightfoot, 2013) emphasizes its importance as a strategy for practice.

(Nation & Newton, 2003) further specify that dictation involves students receiving spoken input, briefly memorizing it, and then writing what they have heard. They highlight that dictation focuses on clause-level construction and the language form of phrases, also providing feedback on the accuracy of perception. Additionally, they note that dictation is easy to prepare and can be readily integrated into regular classroom activities, suggesting various types of dictation can be applied.

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(Chai, 2011) posits that dictation helps students increase their awareness of phonics, listening, and writing skills. (Jain, 2008) adds that dictation can cultivate good listening habits and aid students in understanding punctuation and spelling, as well as comprehending words, phrases, sentences, and clauses, ultimately improving their overall listening language abilities and familiarizing them with the language.

(Richards, Platt, & Weber, 1985) define dictation as a technique used in language teaching and testing where a passage is read aloud with pauses for students to write down what they hear as accurately as possible. (Zulraudah & Jufri, 2014) concur that dictation is an activity used to teach English skills. (Milne, 2014) distinguishes dictation as a teaching strategy different from general Techniques, particularly beneficial for second and foreign language learners, and often more engaging than other strategies.

(Norris, 1993) suggests that a well-executed dictation can make learning fun and enjoyable, prompting simultaneous and immediate responses from all students. (The British Council, 2006) defines classroom dictation as a practice where students write down word by word what they hear from the teacher reading aloud. Furthermore, (Richards and Platt, 1992) describe it similarly as a technique used in language teaching and testing where a passage is read aloud with pauses for precise transcription.

Dictation is commonly applied in activities such as games, tests, and assignments (Patel & Praveen, 2008). They outline seven benefits, including the ability to rewrite heard material, developing listening habits, understanding word phrases and sentence parts, improving writing speed,

comprehending punctuation and spelling, using capital letters correctly, and fostering good listening habits for spoken English.

(Agustiani & Yulia, 2018) note that dictation can make students comfortable and motivate their direct involvement in the learning process. (Nation & Newton, 2009) emphasize its value as a teaching technique, engaging students beyond passive listening by requiring focus on phrases, sentences, and clauses in short-term memory and repetition.

This study applies dictation to enhance students' noticing skills when reconstructing listening texts. (Nation, 1991) defines this type of dictation as "a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard." Previous research (Kiany, 2012) (Aini, 2015) (Dwinalida, 2012) has shown significant improvements in students' scores after using dictation techniques.

(Pilot, 2013) observes that dictation can make students more active in teaching-learning activities. (Zhiqian, 1989) states that dictation can efficiently help both teachers and students achieve learning objectives. (Lightfoot, 2004) highlights that using dictation in teaching listening can significantly improve students' concentration during the learning process.

Many experts (Izza, 2015) (Yunus & Musfirah, 2019) have found that dictation can improve students' listening skills and positively affect their learning success. (Andyani, 2012) (Hughes, 2005) and (Milne, 2014) concur that dictation is a multi-skilled activity that can efficiently enhance students' language skills.

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(Bozorgian, 2012) suggests that the habit of dictating is a result of efforts to improve listening in language learning. This practice has been shown to improve students' ability to practice hearing, as well as enhance writing and spelling (Syakur et al., 2020 & Yeung et al., 2011). Dictation encourages attentive listening, concentration, and teaches students to write from dictation, training them to distinguish sounds, learn punctuation, and develop aural comprehension.

(Aini, 2015) outlines several steps for implementing dictation in a group: The implementation of the running dictation activity involves several steps. First, the teacher prepares several copies of a passage. Then, students are divided into several groups. The passage is placed on the board or in a designated area. The teacher assigns the role of the writer to the first student in each group, while the remaining members act as runners. The writer runs to the board, reads a sentence, and returns to the group to dictate it. After completing the task, each group checks their dictated version against the original sentence to assess accuracy and comprehension.

Types of Dictation

(Taylor, 2016) identifies three types of dictation: Dictation can be categorized into several types based on its purpose and context. Classroom dictation is primarily used as a tool to assess mechanical writing skills, particularly focusing on students' spelling and punctuation abilities. Secretarial dictation, on the other hand, occurs outside of a classroom or testing environment and involves a secretary or amanuensis transcribing spoken words from an executive. This process often utilizes shorthand or tape

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recordings and is considered a practical yet complex skill, especially when it involves non-universal writing systems. Another form, known as radio dictation, resembles secretarial dictation and was historically used to broadcast weather reports and shipping warnings before the advent of common tape recording. Today, radio dictation is rarely used, except in specific contexts such as reading scripture passages in areas where printed materials are limited and recordings may pose risks or be unaffordable.

(Sawyer and Silver, 2012) categorize types of dictation as follows: Dictation activities can also be classified based on the linguistic elements they target. Phonemic item dictation involves the presentation of individual sounds, helping learners focus on phonetic transcription. A variation of this, known as phonemic text dictation, requires students to phonetically transcribe a short passage, thereby improving their awareness of sound-symbol relationships. Meanwhile, orthographic item dictation focuses on the dictation of individual words and is commonly used to test spelling accuracy. In contrast, orthographic text dictation utilizes short passages instead of isolated words, allowing learners to practice spelling, punctuation, and sentence structure within a broader context.

(Oller, 1979) outlines five types of dictation procedures that have been used in various ways as testing techniques: Dictation can take various forms depending on instructional goals and student needs. Standard dictation is the most familiar type, where students write down verbal sequences spoken by a teacher or played from a recording. The passage is delivered at a natural conversational pace and in chunks long enough to test the students' short-

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term memory. In partial dictation, or spot dictation, students receive either the written or spoken version of the text and must complete the missing sections by listening carefully. This task is generally easier due to the dual input of partial text and full audio. Dictation with competing noise increases difficulty by adding background noise to simulate real-world conditions—such as busy environments or poor acoustics—where learners must extract meaning despite distractions. Another form, dicto-comp, combines dictation and composition. The teacher reads a passage three times, and students write only after the final reading, reconstructing the content in their own words. Lastly, elicited imitation requires students to listen and repeat what they hear rather than writing it down. This technique is used in research to examine grammatical competence, as students' errors under cognitive load often reflect their internalized language rules (Nation, 1991).

Procedure of Dictation

Setiyadi (2006) outlines the following procedure for implementing dictation:

In a typical dictation activity, the language teacher reads the text three times. During the first reading, the teacher reads at normal speed while the students listen attentively without writing. In the second reading, the teacher slows down, allowing students to write what they hear. Finally, in the third reading, the teacher returns to a normal pace, giving students the opportunity to review their work and make any necessary corrections.

Advantages of Dictation

According to Montalvana (2006), dictation offers several advantages in language learning:

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Dictation offers a wide range of pedagogical benefits that contribute significantly to language learning. It supports integrated skill development by simultaneously enhancing listening, speaking, reading, and writing. As students work to understand spoken language, they also acquire grammar implicitly and strengthen their short-term memory through the retention of meaningful phrases or sentences. Dictation prepares learners for note-taking and promotes oral communication through post-activity discussions. It serves as an effective review tool and a psychologically engaging challenge that stimulates unconscious language processing.

Successfully completing dictation exercises boosts student motivation and ensures whole-class participation and active engagement. Moreover, dictation allows for student-led correction and can be adapted for mixed-ability groups and all proficiency levels. The activity offers instant feedback when corrected immediately and is easy to prepare and administer even for novice teachers. During the activity, teachers can provide individual attention while fostering class cohesion. Dictation also allows access to interesting texts, such as in dicto-comp tasks, and contributes to literacy development by encouraging learners to transcribe what they hear.

Disadvantages of Dictation

Some argue that traditional dictation is not a highly effective oral comprehension exercise because it has limited relevance to real-world communication. Critics suggest that dictations do not adequately help students understand the differences between written and oral language, as they are essentially written texts read aloud. Furthermore, they may not

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prepare students for understanding native speakers, who typically speak at a faster pace than is used in dictation exercises.

Zakaria (2014) outlines several disadvantages of dictation: Dictation activities can present several challenges for students. One major issue is the overwhelming of short-term memory, particularly when learners are exposed to too much unfamiliar material at once. Additionally, the disconnect between sound and spelling poses a significant difficulty; students often struggle to accurately transcribe spoken language if they do not understand the words, leading to unreliable guessing. While dictation commonly emphasizes spelling accuracy, it frequently lacks sufficient attention to helping learners understand the basic sound-spelling correspondences their errors may reveal. Furthermore, students may interpret dictation syllabically, relying on rhythmic groupings that do not necessarily reflect natural speech patterns, which can hinder accurate comprehension and transcription.

2. The Concept of Listening

Listening is a fundamental receptive skill in language learning, essential for understanding and communication. (Underwood, 1989) defines listening as "the activity of paying attention to and trying to get meaning from something that we hear." Similarly, (Tarigan, 2008) states that listening is a process of receiving knowledge, capturing the message or content, and interpreting the meaning of communication conveyed by a speaker through verbal symbols with understanding, care, appreciation, and interpretation.

Several researchers emphasize the crucial role of listening in language acquisition. (Woottipong, 2014) points out that listening is the initial stage of

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language learning, mirroring how children learn their mother tongue. Therefore, developing listening skills early on is necessary to become a proficient speaker. (Newton & Nation, 2009) assert that "Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in the naturalistic acquisition of other languages) are dependent on listening." (Nunan, 1998) echoes this, stating that listening is a basic skill in language learning.

Despite its importance, listening is arguably the most challenging skill to learn, as it is the least explicitly taught among the four language skills (Graham, Santos, & Francis-Brophy, 2014). Rost defines listening as a complex process of interpretation where listeners match what they hear with their existing knowledge. (Chastain, 1971) defines listening as the ability to understand native speech at a normal pace.

The process of listening involves more than just hearing. (Purdy, 1997) describes listening as the process of receiving, making meaning from, and responding to spoken and/or nonverbal messages. (Underwood, 1989) reiterates that listening is actively paying attention to a speaker and trying to understand their meaning. (Bowen, Madsen, & Hiltferty, 1985) simply state that listening is understanding oral language. (Jafari & Hashim, 2015) emphasize its role as a channel for comprehensible input, noting that learners often dedicate over 50% of their foreign language learning time to listening.

The significance of listening extends to overall educational development. (Coakley & Wolvin, 1982) highlight that listening is essential for students'

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progress across all educational levels. (Flowerdew & Miller, 2005) describe listening as an active process of receiving and constructing meaning from a passage to understand its message, as well as responding to verbal or nonverbal cues. This implies that effective listening requires active participation from the listener to grasp the speaker's intended meaning.

Listening is not merely a passive reception of sound; it requires effort and enables individuals to comprehend languages other than their native tongue (Nation & Newton, 2001). (Lewis, 1958) breaks down listening as a complex process involving hearing, identifying, understanding, and interpreting spoken language.

Furthermore, listening is a receptive skill that can be challenging to master and requires patience from both teachers and learners (Nunan, 2002). (McErlain, 1999) adds that it is the ability to receive and decode oral communication by processing the language sample. (Brown, 2004) elaborates that listening is a receiving skill involving several internal processes of meaning-making, analyzed deeply from the sounds emitted and processed by the ears and brain. Developing listening skills is a prerequisite for language learning, especially English, as it provides the necessary vocabulary for productive skills like speaking and writing.

(Yun Kul, 2010) points out that while speaking is often the expected outcome of foreign language learning, listening is a foundational skill, evident in how children listen for months before speaking. (Morley & Rost, 2001) consider listening the most important language learning skill due to its

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frequent use in daily life and its potential to develop faster than other skills, thereby facilitating their growth. (Swanson, 1996) aptly states, "In reality, without effective listening, learning is a matter of chance." (Marzban & Abdollahi, 2013) emphasize that listening is not passive but a complex process where listeners construct meaning using both linguistic and non-linguistic knowledge.

(Rost, 2009) further underscores the importance of listening in understanding the world and fostering successful communication. While (Milne, 2014) shifts focus slightly to dictation as a language learning tool with a long history, the preceding definitions firmly establish listening's crucial role.

(Hamouda, 2013) highlights listening as a vital skill in second language classrooms, essential for developing spoken language proficiency. (Heinich, 2002) distinguishes hearing as a physiological process from listening as a more psychological one, involving the brain's interpretation of auditory input. (Brown, 2000) notes that the listening process provides learners with input and knowledge in the target language, while (Morley, 1972) details the components of listening as auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to meaning.

Finally, (Postovsky, 1975) clarifies that listening ranges from simple sound discrimination to full aural comprehension, involving hearing, segmenting sounds, classifying them into linguistic units, and understanding the message. Ultimately, listening is a dynamic process of receiving, making

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and showing meaning, negotiating understanding, and actively participating in communication (Flowerdew & Miller, 2005).

(Nunan, 1998) states that listening is a foundational skill in language learning. Without proficient listening skills, learners face difficulties in communicating effectively. It is widely believed that students with well-developed listening abilities perform better in reading, writing, and spoken English compared to those with less developed listening skills. Furthermore, mature listening skills offer benefits in both personal and professional aspects of life. Consequently, effectively teaching students how to listen well will contribute significantly to their overall education and success in personal and professional domains.

Despite its fundamental importance, (Buck, 2001) claims that listening is a skill that is often less emphasized in teaching compared to speaking, reading, and writing, with few courses specifically dedicated to it. In the context of a foreign language classroom, listening is also critically important (Nunan, 2002). (Brownell, 2012) argues that without the ability to receive language through listening, language creation and production would be impossible. (Hamouda, 2013) further emphasizes that listening skill is vital for acquiring comprehensible input. (Osada, 2004) points out that listening has not always received the recognition it deserves as an independent skill, often being considered a passive ability that will develop without explicit instruction.

In the classroom setting, listening is the language skill most frequently utilized. (Fauzana, 2014) asserts that listening provides highly significant input for the development of speaking skills in particular, as well as for

second language acquisition in general. Like any other skill, listening is one that learners can improve with practice and focused attention.

B. Relevant of the Research

In teaching english learning dictation Technique is not a new Technique.

Here the researchers will show some of the relevant previous study of this research:

The First previous study is Intan Nurjannah Nasution, (2017) "The Implementation of Dictation Technique to Increase Students' Ability in Listening Skill at SMK-1 Al-Fattah Medan". This research was aimed to find out the improvement of the students' ability in listening skill by using dictation technique. The subject of this research was a class that is tenth grade students SMK-1 Al-Fattah Medan, in academic year 2016/2017. It consisted of 30 students in one class. This research was conducting by using Classroom Action Research(CAR) that consisted of four phases; planning, acting, observing and reflecting. The technique of analyzing data was applied in this research were qualitative and quantitative. The qualitative data was gained from observation, interview and documentation. The quantitative data was gained from tests such as pre-test, post-test I and post-test II. The qualitative data were analyzing from the observation sheet, interview sheet and documentation of photos. The quantitative data were analyzing from pre test and post test. The result of the research showed there was increasing in students' ability in listening skill by using dictation technique. It can be seen from the mean of the pre test was 62, the post test I was 72.3 and the post test II was 81.2. Otherwise the total of percentage from pre test was 33%, post test I was 57% and post test II was

100%. It showed that the Implementation of Dictation Technique could improve students' ability in listening skill and could effect on students' understanding in orally English word. The students could more active, enthusiastic and interesting in the learning activity. It can be concluded that the implementation of dictation technique was effective to improve students' ability in listening skill.

The second previous study is Le thi thanh nga*, Nguyen thi anh tuyet (2022). In journal entitled "A Study on Improving Listening Skills with Dictation for Second English Major Students at Hung Yen University of Technology and Education". Improving students' listening skills is one of the greatest concerns of all teachers at the Faculty of Foreign Languages, at Hung Yen University of Technology and Education (UTEHY), especially for English major students. The study was carried out to investigate the students' attitudes, advantages, and disadvantages of using dictation in improving the students' listening skills and suggest some possible activities to apply dictation successfully in learning listening skills. The study was conducted by giving questionnaires to 61 second-year students of English major, interviewing four teachers, and analyzing 61 pre-tests and post-tests of students at two classes (113202 and 113203) at the Faculty of Foreign Languages, UTEHY. It is hoped that this study will help both teachers and students in teaching and learning listening skills better.

The third previous study is Dhea Saragih, Anissa Marpaung, Dame Setia Lamtiur Purba, Pebri Leonardo, (2022). In journal entitled "The Influence of Dictation Strategy in Improving Listening Skill of Senior High School

Students". Background: The implementation of this research was motivated by the results of researchers" observations on students who still had many difficulties in listening. Students still have difficulties to listen in English due to the position of Indonesian students as foreign learners. Objective : The objective of this research is to know the influence of dictation strategy in teaching listening for Senior High School students and to find out the advantages of dictation strategy in teaching listening. Techniques: The research Technique used in this research is survey Technique. The population of this research was the students of SMA Swasta Assisi. Therefore, the sample was the XI Social 1 students of SMA Swasta Assisi. Results: The results of this research were described through surveys distributed by researchers to students. The survey was filled by students based on their perceptions of dictation. The results of this research stated that dictation could affect the ability to hear students. Conclusion: Based on the research conducted by the researchers, we conclude that dictation was truly affected students" listening skills based on their perceptions and experiences.

These previous studies support the current research by demonstrating that dictation, when used as a focused technique, can improve various aspects of listening comprehension. However, unlike prior research which focused mainly on perceptions or general improvements, this study contributes new insight by applying a quantitative pre-experimental design to measure the effectiveness of the dictation technique in an Indonesian senior high school context. Therefore, this research distinguishes itself from prior studies by aiming to identify and address the underlying reasons for the limited use of dictation in teaching

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English listening skills, as well as by investigating the effectiveness of the dictation Technique in enhancing students' listening skills specifically at MAN 3 Kota Pekanbaru.

C. Operational Concept

The operational concept is the idea of explaining theoretical frameworks to prevent misunderstandings and incorrect interpretations of the research. There are two variables involved in this research. They are variable X, which is using the dictation Technique at MAN 3 Kota Pekanbaru, and variable Y, which is their listening skill. X is an independent variable, and Y is a dependent variable.

1. The Indicator of Variable X (Dictation Technique)

According to Nation and Newton (2009), dictation is a teaching technique where learners receive spoken input, retain it in their short-term memory, and then write down what they have heard as accurately as possible. This technique not only supports listening development but also contributes to students' writing skills, concentration, and phonological awareness.

Based on this theory, the indicators of the dictation technique in this research are:

- a. Students are able to accurately write down the dictated information.
- b. Students demonstrate short-term memory retention during the listening process.
- c. Students maintain focus and concentration during dictation activities.

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- d. Students can recognize and differentiate language sounds (phonemic awareness).
- e. Students apply correct spelling and punctuation in their writing results.

2. The Indicator of Variable Y (Listening Skill)

Based on the Capaian Pembelajaran Bahasa Inggris for Senior High School (Kurikulum Merdeka, Kemendikbudristek, 2022), students' listening skill can be indicated by:

- a. Understanding explicit information from spoken texts (e.g. names, numbers, details).
- b. Inferring implicit meaning and the speaker's intention.
- c. Interpreting the main idea and supporting details of spoken texts.
- d. Evaluating and responding to spoken messages appropriately in context.

These indicators are aligned with the Kurikulum Merdeka framework for phase E (SMA/MA grade XI) and focus on comprehension and communication in everyday, academic, and transactional contexts.

D. Assumption and Hypothesis

1. Assumption

Based on the review of some research findings above, the researcher makes the assumption that using the dictation Technique for teaching English listening skills is better than without using this Technique for students in eleventh grade at MAN 3 Pekanbaru.

2. Hypothesis

Ho : There is a significant difference of students' listening skill between before and after using dictation Technique in teaching English listening skill at MAN 3 Kota Pekanbaru.

Ha : There is a significant difference of students' listening skill between before and after using dictation Technique in teaching English listening skill at MAN 3 Kota Pekanbaru.

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CHAPTER III

RESEARCH TECHNIQUE

A. Research Design

The researcher employed a quantitative research Technique for this study. This approach was chosen because it involved the use of numerical data for analysis. Consistent with this, (Mertler, 2015) also claimed that quantitative data is related to numerical form. According to (Gay, Mills, and Airasian, 2012), quantitative research is the accumulation and analysis of numerical data for the purpose of describing, explaining, predicting, or controlling a phenomenon of interest. Utilizing a quantitative approach with the dictation Technique was important because the researcher focused on the use of dictation strategies in teaching students' listening skills. (Creswell, 2009) described quantitative research as a means for testing objective theories by examining the relationships among variables. In this research, the researcher used two variables, which consisted of variable X and variable Y. Variable X was the dictation Technique, and variable Y was the listening skill.

To determine the validity of the conclusions from this study, the researcher chose an experimental design. Experimental design is the process of planning a study to meet specified objectives and to answer the research question as clearly and as efficiently as possible. (Bogdan and Biklen, 1992) stated that design is used in research to refer to the researcher's plan for how to proceed. Experimental research is an observation made to determine whether or not there is an effect of the subject being observed or investigated

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(Asenahabi, 2019). (Ary et al. 2006) said that experimental research design is intended to enable research to estimate the effect of an experimental treatment. In the laboratory, class, and field, experiments can be done.

According to (Prasetyo, 2008), there are many kinds of experimental research design, including Classical experimental design, Pre-experimental design, Quasi-experimental design, and special designs. Additionally, (Sugiyono, 2017) explained that there are several forms of experimental designs that can be applied in research, such as Pre-experimental Design, True Experimental Design, Factorial Design, and Quasi-experimental Design. (Sugiyono, 2014) stated that pre-experimental design is a design that includes only one group or class that is given pre- and post-tests. Therefore, the researcher used a pre-experimental design in this research, which consisted of a one-group pre-test and post-test design using a quantitative approach. One group served as a pre-test (O_1), was exposed to treatment (X), and then underwent a post-test (O_2).

Table III. 1
Pre-experimental Design

O_1	X	O_2
-------	---	-------

Notations:

O_1 : Pre-test score

X: Treatment

O_2 : Post-test score

(Emzir, 2015)

Based on the previous explanation, the researcher concluded that the pre-experimental study was relevant to this research. This included collecting data to demonstrate the effectiveness of employing the dictation Technique in

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teaching English listening skills to a single sample group, which completed both pre- and post-tests.

B. Time and Location of the Research

This research was conducted in MAN 3 Kota Pekanbaru at Jl. Karya Guru, Tuah Madani, Kec. Tampan, Kota Pekanbaru, Riau 28293 on February 2025 – May 2025.

C. Subject & Object of the Research

The subject of this research was the students in the eleven grade at MAN 3 Kota Pekanbaru. The object of the research is to use the dictation Technique to teach listening skills at MAN 3 Kota Pekanbaru.

D. Population and Sample of the Research

(Creswell, 2012) claimed that a population is a group of individuals sharing a characteristic that sets apart them from other groups. As (Bhat, 2013) stated, students could be taken as the population when using experimental research. The population in this research was the eleventh-grade students at MAN 3 Kota Pekanbaru. At that school, the students were divided into nine classes, totaling 326 students.

1. Sample

(Creswell, 2012) shows that the sample is a population whose data can be obtained from research. In this study, the purposive sampling technique will be employing. According to (Adolph Jenson, 1921) a purposive selection denotes the Technique of selecting a number of groups of units in such a way that selected groups together yield as nearly as possible the

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same average or proportion as the totality with respect of those characteristics which are already a matter of statistical knowledge.

Purposeful sampling improves the study's continuity and data and conclusion validity by comparing the sample to the original aims and goals.

Next to (Sugiono, 2011) state that purposive Sampling is a data collection technique that takes specific factors into account. Based on the result, the researcher choose the XI Biokes 2 because in the phenomena of this class are relevant to the topic of this research and provide a good sample for this study. So the total of the sample will be 36 students.

E. The Technique of collecting the Data

1. Listening Test

a. Pre-test

As stated by (Brown, 2004) a test is a Technique of measuring a person's ability, knowledge, or performance in a given domain. A test is a tool used to gauge an individual's aptitude, expertise, or performance in a particular field, according to (Brown, 2003). In this research, researcher used two different kinds of tests: pre-test and post-test, based on the pre-experimental design, and also treat students in a meeting before doing the post-test. A pre-test would be given before going to the treatment. A pre-test, also known as an initial reflection, was given to students during the first meeting before the researcher used the dictation Technique to conduct the research in order to evaluate their listening skills.

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The researcher gave the instrument and ask the student to do the test. The instrument is a tool for quantifying data observation, measurement, and documentation (Creswell, 2012). That consists of 20 questions with Multiple-choice test. Multiple-choice is the test type that will be applied. Because they are simple to create and analyze, multiple-choice tests are a popular test type. common item types used in objective tests. The participant listened to the audio of the conversation, and after that, they will choose the correct answers based on what they heard from the audio.

The test was valid as it could measure all of those indicators in the tests. Below are the explanation of indicators and descriptors of the listening test: In listening comprehension, there are several key aspects that contribute to understanding spoken discourse. The first is ideas, which involves generating general understanding or grasping the overall meaning of the discourse. Next is details, which refers to recognizing and understanding specific pieces of information conveyed within the discourse, ensuring that the intended message is accurately received. Lastly, inference plays an essential role by requiring listeners to interpret information that is not explicitly stated but can be understood based on context, allowing them to derive deeper meaning and make logical conclusions.

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Table III. 2
The Blueprint of Listening Test

No	Indicator	Number of question
1	Understanding explicit information (names, number, details)	1, 3, 6, 7, 11, 14, 17
2	Inferring implicit meaning and the speaker's intention	2, 8, 10, 15, 18
3	Interpreting the main idea and supporting details of spoken texts	4, 5, 9, 13, 16, 20
4	Evaluating and responding to spoken messages appropriately in context	12, 19

(Nation and Newton, 2009)

b. Treatment

The treatment is one of the most important step in experiment design. In this study the researchers used the treatment based on the syllabus of the students eleven grade of MAN 3. In Every meeting, the students was receive instruction using the Dictation Technique on a variety of subjects.

c. Post-test

The post-test was examined with the students after implementing the dictation Technique in teaching listening skills as a treatment in order to know the improvement of the students achievements before and after the treatment. The researcher analyzed the differences between the mean of the pre-test and the evaluations of the test scores.

After the students completed, the researcher then calculated total score from the result of listening skill. The classification of the students' score is as follows (Sudijono, 2007):

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Table III. 3
Classification of students score

No	Score/range	Criteria
1	80-100	Very good
2	70-79	Good
3	60-69	Sufficient
4	50-59	Less
5	0	Fail

2. Validity

According to (Hammer, 2007), a test is considered valid if it yields the desired results. Referring to (Brown, 2004) content validity is partly a matter of determining if the content that instrument contains is an adequate sample of the domain of content it is supposed to represent thus, the test will give based on the material studied by the students. According to (Arikunto, 2006), a valid instrument is one that consistently presents data regarding the variable being studied. Thus, if a researcher intends to use testing to gather data, they must ensure that the testing is appropriate, valid, and trustworthy (Cohen et al., 2018).

The researcher used SPSS 20 to analyse the validity of the test, the items tested were valid, based on the results of the tryout test. In the tryout test, the researcher gave 22 questions designed based on the research indicators. The results of the trial showed that there were 20 questions were valid and 2 questions were invalid. 20 items were used as instruments by the researcher to collect data about the listening test to the 30 participant. in this study researcher took 20 valid questions that

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represented each indicator according to the purpose of the analysis.

The results obtained must be compared with the R table to find out whether the test is valid or not. Table r for $df = 28$ shows degrees of freedom $30-2 = 28$, with 0.361 (5%).

If the r obtained $> r$ table = valid value.

If the r obtained $< r$ table = invalid value

The table below shows the results of the validity calculation:

Table III. 4
Test of Validity

Item Number	r-item	r-table	Result
1	0,406	0,361	VALID
2	0,389	0,361	VALID
3	0,571	0,361	VALID
4	0,621	0,361	VALID
5	0,402	0,361	VALID
6	0,225	0,361	INVALID
7	0,639	0,361	VALID
8	0,407	0,361	VALID
9	0,641	0,361	VALID
10	0,598	0,361	VALID
11	0,572	0,361	VALID
12	0,620	0,361	VALID
13	0762	0,361	VALID
14	0,374	0,361	VALID
15	0,515	0,361	VALID
16	0,694	0,361	VALID
17	0,389	0,361	VALID
18	0,478	0,361	VALID
19	0,857	0,361	VALID
20	0,524	0,361	VALID
21	0,403	0,361	VALID
22	0,007	0,361	INVALID

3. Reliability

(Gay & Airasian, 2012) state that reliability is defined as the frequency and accuracy with which a test produces consistent results. Increased reliability is a result of clear test instructions, a closed-ended answer, and consistent testing conditions (Harmer, 2007).

There are five different types of dependability, according to (Creswell, 2008), including test-retest reliability, alternate forms reliability, alternate forms and test-retest reliability, inter-ratter reliability,

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internal consistency reliability. The researcher used inter-ratter reliability, which is the consistency of two or more independent scores, ratters, or observers, in this study. The dependability table of (Cohen, 2007) was then employed by the researcher. The table below is a table reliability test categories used in determining the level of reliability of the test.

Table III. 5
Level of Acceptable Reliability

No	Reliability Score	Level of Reability
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	M marginally/Minimally
5	<0.60	Unacceptably Low

(cohen,Manion & Marison,2007)

Table III. 6
Reliability Statistics

Cronbach's Alpha	N of Items
0.870	22

From the table III. It was found that the value of Cronbach's Alpha is 0,870. It means that the items were reliable, where the value of internal consistency is $0.80-0.90 >0.870$, so that the level of reliability of the test was High.

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F. Technique of Analyzing the Data

Following data collection, the researcher used descriptive analysis for analysis. The researcher used the following formula in this study:

1. Normality Test

is a statistical test used to determine if a dataset or a sample of data comes from a population that follows a normal distribution (also known as a Gaussian distribution or bell curve), within a certain degree of tolerance.

2. Paired Sample T-test

The experimental pre- and post-test scores were utilized by the researcher. In particular, the researcher used the SPSS 20.0 version to compare the pre- and post-test results scores using a paired sample t-test for data analysis.

According to (Pallant, 2010), paired samples t test is used when you want to compare the mean scores for the same group of people on two different occasions, or when you have matched pairs. In order to compare the mean score of the same group on two different occasions the pre-test and the post-test the researcher used the paired samples t-test. means, it's use for determining whether one group of people has a significant difference. The significant value was analyzed to determine whether the difference between the mean scores of the pre-test and post-test was statistically significant.

$$a. H_0: \text{sig. (2tailed)} > 0.05 \text{ or } t_o (\text{tobtain}) < t_{\text{table}}$$

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There is no significant difference before and after using dictation Technique in teaching English listening skills at MAN 3 Pekanbaru.

b. $H_a = \text{sig. (2 tailed)} < 0.05$ or $t_o (\text{tobtain}) < t\text{table}$

There is a significant difference before and after using dictation Technique in teaching English listening skills at MAN 3 Pekanbaru.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result explained in the chapter IV about Using dictation Technique in teaching English listening skill at eleven grade of MAN 3 Kota Pekanbaru comes to the conclusion as follows:

1. The students' listening skill before being taught by using dictation Technique at MAN 3 Kota Pekanbaru was at "Fail" category with a mean score 52.64.
2. The students' listening skill after being taught by using dictation Technique at MAN 3 Kota Pekanbaru was at "Good" category with a mean score 74.03.
3. There is any significant differences of students' listening skills in teaching English before and after using the dictation Technique, as demonstrated by a paired sample T-test that showed a significance (sig - 2) value of 0.000. It is possible to state hypothesis (ha) $0.000 < 0.05$ is accepted. It shows the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). This supports the hypothesis that employing the dictation Technique effectively enhances listening skills among learners.

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B. Suggestion

Based on the research findings, the writer would like to give some suggestions that it was Using dictation Technique in teaching English listening skill had especially to the teachers, student and to other researcher

1. For teachers

Teachers are asked to include the dictation Technique into their listening skills instruction. This Technique will help students improve understanding issues and enhance their general listening skills and teachers should look for materials and training to help them learn more about how to use dictation in the classroom. Their confidence in employing this Technique as a teaching tool may increase as a result.

2. For students

Dictation activities can greatly improve students' listening abilities, therefore it is important to encourage engagement from them. Students may be inspired to interact deeply with the content if they recognize the importance of dictation. And also for increase the quality of their writing and listening, students need to use the feedback that dictation exercises provide. Their abilities can be improved by highlighting the value of learning from mistakes.

3. For other researchers

Future studies should examine the reasons for the dictation Technique's lack of popularity in today's English listening instruction.

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This investigation might provide relevant information that could improve instructional strategies. Researchers are urged to keep evaluating the impact of different teaching strategies, such as dictated speech, in order to offer educators evidence-based suggestions for improving students' listening abilities. This can support the argument for incorporating conventional techniques, such as dictation, into current courses.

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APPENDIX 1

LESSON PLAN

UIN SUSKA RIAU

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MODUL AJAR

No	Komponen	Deskripsi/Keterangan			
Informasi Umum Perangkat Ajar					
Nama Penyusun	Iffatunniswa				
Nama Institusi	MAN 3 Kota Pekanbaru				
Tahun Penyusunan Modul Ajar	2025				
Jenjang Sekolah	Madrasah Aliyah Negri				
Jenjang Kelas	XI (Sebelas)				
Fase	E				
Alokasi Waktu	360 menit (12 Jam Pelajaran)				
Pertemuan Ke-	1-4				
Profil Pelajar Pancasila	Critical Thinking, Have Faith, Fear of God Almighty, dan Have Noble Character				
Sarana Prasarana	LCD, Proyektor, Papan Tulis				
Metode Pembelajaran	Dictation Technique (Metode mendikte)				
Mode Pembelajaran	Tatap Muka				
Tujuan Pembelajaran					
Setelah mengikuti pembelajaran, peserta didik diharapkan dapat: <ol style="list-style-type: none"> 1. Mengidentifikasi struktur dan unsur kebahasaan hortatory exposition text. 2. Mendengarkan dan menyalin (dictation) teks hortatory exposition secara tepat. 3. Menganalisis isi dan argumen dalam teks hortatory exposition. 4. Menulis teks hortatory exposition tentang media sosial dengan struktur dan kaidah yang benar. 					
Persiapan Pembelajaran					
<ul style="list-style-type: none"> • Menyiapkan bahan ajar/materi • Menyiapkan alat dan bahan • Menyiapkan rubrik penilaian • Membuat catatan untuk menajemen waktu 					
Kegiatan Pembelajaran					
<table border="1"> <thead> <tr> <th colspan="2">Kegiatan Pendahuluan (10 menit)</th> </tr> </thead> <tbody> <tr> <td>Pertemuan 1</td><td> a. Guru membuka dengan berdoa, memperhatikan pembelajaran salam dan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk </td></tr> </tbody> </table>		Kegiatan Pendahuluan (10 menit)		Pertemuan 1	a. Guru membuka dengan berdoa, memperhatikan pembelajaran salam dan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk
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Pertemuan 1	a. Guru membuka dengan berdoa, memperhatikan pembelajaran salam dan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk				

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<p>© Hak cipta milik UIN Suska Riau</p>	<p>peserta didik.</p> <p>b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan</p> <p>c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembeajaran.</p> <p>d. Guru memberikan pertanyaan pemandik:</p> <ul style="list-style-type: none"> - What are the positive and negative effects of social media that you experience in your daily life? - Why do you think people like to share their opinions about social media online? - Have you ever read or heard a suggestion to “reduce social media usage”? What reasons are usually given? communication? <p>e. Guru menyampaikan tujuan yang ingin dicapai pembelajaran</p> <p>f. dalam proses Guru mempersiapkan segara peralatan yang akan digunakan dalam proses pembelajaran.</p>
<p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>Kegiatan Inti (60 menit)</p> <ul style="list-style-type: none"> • Guru menjelaskan struktur dan fungsi hortatory exposition. • Guru memutarkan audio yang berisi teks hortatory exposition bertema media social <p>https://www.youtube.com/watch?v=HNzxxm_sOo4&t=209s</p> <ul style="list-style-type: none"> • Guru mendiktekan beberapa kalimat yang terdapat dalam video itu • Siswa melakukan dictation (menulis sesuai yang didengar). • Diskusi koreksi bersama.
<p>5</p>	<p>Kegiatan Penutup (10 menit)</p> <ul style="list-style-type: none"> a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik. c. Guru mengakhiri pembelajaran dengan doa
<p>Pertemuan 2</p>	<p>Kegiatan Pendahuluan (10 menit)</p>

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<p>© Hak cipta milik UIN Suska Riau</p>	<ol style="list-style-type: none"> a. Guru dengan membuka salam pembelajaran dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik. b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan. c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. d. Guru memberikan pertanyaan pemantik : <ul style="list-style-type: none"> • What is the difference between giving an opinion and persuading someone to agree with you? • Why is it important for a writer to provide strong and convincing arguments? • If you wanted to suggest using social media wisely, what kind of arguments would you give? e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. f. Guru mempersiapkan segara peralatan yang akan digunakan dalam proses pembelajaran.
<p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>Kegiatan Inti (60 menit)</p> <ul style="list-style-type: none"> • Guru memberikan teks hortatory exposition lain tentang efek negatif media sosial. • https://www.youtube.com/watch?v=dYnoidtpiJY • Dictation Technique: guru membaca paragraf demi paragraf. • Siswa mencocokkan hasil dictation dengan teks asli. • Fokus pada analisis kosakata, frasa argumentatif, dan konjungsi logis (e.g. therefore, moreover, on the other hand).
<p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>Kegiatan Penutup (10 menit)</p> <ol style="list-style-type: none"> a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Tanya jawab tentang materi yang telah dipelajari untuk

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<p>© Hak cipta milik UIN Suska Riau</p> <p>6</p> <p>Pertemuan 3</p>	<p>mengetahui hasil yang dicapai dalam proses pembelajaran.</p> <p>c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik.</p> <p>d. Mengakhiri dengan doa. pembelajaran</p>
	<p>Kegiatan Pendahuluan (10 menit)</p> <p>a. Guru dengan membuka salam pembelajaran dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.</p> <p>b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.</p> <p>c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.</p> <p>d. Guru memberikan pertanyaan pemandik :</p> <ul style="list-style-type: none"> • How can we organize a text that persuades readers to support our opinion? • Do you think all arguments should be based on facts? What about personal experiences? • What makes a recommendation at the end of a text strong and effective? <p>5. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran</p> <p>6. Guru mempersiapkan segara peralatan yang akan digunakan dalam proses pembelajaran.</p>
	<p>Kegiatan Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru memberikan teks hortatory exposition yang diacak paragrafnya. 2. Siswa secara berkelompok melakukan dictation pendek dari bagian yang dihapus. 3. Siswa menyusun ulang teks sesuai struktur yang benar.
	<p>Kegiatan Penutup (10 menit)</p>

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<p>© Hak cipta milik UIN Suska Riau</p>	<p>a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran.</p> <p>b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran.</p> <p>c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik.</p> <p>d. Mengakhiri dengan doa. pembelajaran</p>
<p>7</p> <p>Pertemuan 4</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>Kegiatan Pendahuluan (10 menit)</p> <p>a. Guru dengan membuka salam pembelajaran dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.</p> <p>b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan.</p> <p>c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.</p> <p>d. Guru memberikan pertanyaan pemantik :</p> <ul style="list-style-type: none"> • What is the biggest challenge when expressing your opinion in writing and speaking? • How can we share our opinions politely but still convincingly? • If you could talk to parents or teachers about the impact of social media on teenagers, what would you say? <p>7. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.</p> <p>8. Guru mempersiapkan segera peralatan yang akan digunakan dalam proses pembelajaran.</p>
	<p>Kegiatan Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Siswa menulis draft hortatory exposition mereka sendiri. 2. Guru membacakan beberapa kalimat/kalimat pembuka argumen untuk dictation sebagai stimulus. 3. Peer review: siswa saling bertukar tulisan dan

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8	<p>Assessment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Assessment Non Kognitif</td><td> 1. <u>Apakah materi yang di diskusikan sudah cukup jelas?</u> 2. <u>Bagaimana pendapatmu tentang materi ini?</u> 1. <u>3. Bagaimana mana yang menurut kalian sulit?</u> </td></tr> <tr> <td>Assessment Kognitif</td><td>Instrument Test (Pre & Post Test)</td></tr> <tr> <td>Assessment Formatif</td><td>Kelompok</td></tr> </table>	Assessment Non Kognitif	1. <u>Apakah materi yang di diskusikan sudah cukup jelas?</u> 2. <u>Bagaimana pendapatmu tentang materi ini?</u> 1. <u>3. Bagaimana mana yang menurut kalian sulit?</u>	Assessment Kognitif	Instrument Test (Pre & Post Test)	Assessment Formatif	Kelompok
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Assessment Kognitif	Instrument Test (Pre & Post Test)						
Assessment Formatif	Kelompok						
9	<p>Pengayaan dan Remedial</p> <p>Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan baik yaitu dengan cara memberikan ragam soal yang tingkatnya lebih tinggi. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang di kuasai oleh peserta didik.</p>						
10	<p>Refleksi Peserta Didik dan Guru</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center; vertical-align: top;"> Guru </td><td> <ul style="list-style-type: none"> • Apakah kegiatan belajar berhasil? • Berapa persen peserta didik mencapai tujuan? • Apa yang menurut Anda berhasil? • Kesulitan apa yang dialami guru dan peserta didik? • Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar? • Apakah seluruh peserta didik mengikuti pelajaran dengan baik? </td></tr> <tr> <td style="text-align: center; vertical-align: top;"> Peserta Didik </td><td> <ul style="list-style-type: none"> • Bagian mana yang menurutmu paling sulit dari pelajaran ini? • Apa yang akan kamu lakukan untuk memperbaiki hasil </td></tr> </table>	Guru	<ul style="list-style-type: none"> • Apakah kegiatan belajar berhasil? • Berapa persen peserta didik mencapai tujuan? • Apa yang menurut Anda berhasil? • Kesulitan apa yang dialami guru dan peserta didik? • Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar? • Apakah seluruh peserta didik mengikuti pelajaran dengan baik? 	Peserta Didik	<ul style="list-style-type: none"> • Bagian mana yang menurutmu paling sulit dari pelajaran ini? • Apa yang akan kamu lakukan untuk memperbaiki hasil 		
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Peserta Didik	<ul style="list-style-type: none"> • Bagian mana yang menurutmu paling sulit dari pelajaran ini? • Apa yang akan kamu lakukan untuk memperbaiki hasil 						

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© Hak cipta milik UIN Suska Riau	<p>belajarmu?</p> <ul style="list-style-type: none"> • Kepada siapa kamu akan meminta bantuan untuk memahami Pelajaran ini? • Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang telah kamu lakukan? • Bagaimana • Dari pembelajaran ini yang menurut kamu menyenangkan? <p style="text-align: center;">LAMPIRAN</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; vertical-align: top; text-align: center;"> A. Lembar Kerja Peserta Didik Terlampir </td></tr> <tr> <td style="width: 15%; vertical-align: top; text-align: center;"> B. Bahan Ajar Buku Pathway to English SMA/MA Grade XI. Dari PT Penerbit Erlangga. </td></tr> <tr> <td style="width: 15%; vertical-align: top; text-align: center;"> C. Daftar Pustaka Sudarwati, Th. M. dan Eudia Grace, 2022. Pathway to English SMA/MA Grade XI. Jakarta: PT Penerbit Erlangga. </td></tr> </table>	A. Lembar Kerja Peserta Didik Terlampir	B. Bahan Ajar Buku Pathway to English SMA/MA Grade XI. Dari PT Penerbit Erlangga.	C. Daftar Pustaka Sudarwati, Th. M. dan Eudia Grace, 2022. Pathway to English SMA/MA Grade XI. Jakarta: PT Penerbit Erlangga.
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Guru Bahasa Inggris

Mahasiswa Penelitian

Hj. Lisa Herawati, S.Pd.I

Iffatunniswa

Pekanbaru, 17 Februari 2025



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APPENDIX 2

INSTRUMENT OF THE RESEARCH



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c) Improved academic performance
d) More free time

6. What can wisely managing time help students reduce?
a) Social activities
b) Stress
c) Extracurricular involvement
d) Sleep

7. What can leaving assignments until the last minute lead to?
a) Improved quality of work
b) Rushed work and lower quality outcomes
c) More free time
d) Increased creativity

8. What does the text suggest about extracurricular activities and personal growth?
a) They are distractions from academics.
b) They are crucial for developing valuable skills and enriching life experiences.
c) They should be avoided to focus solely on studies.
d) They have no impact on future career prospects.

9. The text infers that neglecting well-being can lead to:
a) Enhanced focus and concentration
b) Improved academic performance
c) Negative impacts on both health and academic results
d) Increased motivation

10. What are three crucial aspects of self-care mentioned in the text?
a) Playing video games, watching TV, and eating junk food
b) Getting enough sleep, eating nutritious meals, and staying physically active
c) Studying all night, skipping meals, and avoiding exercise
d) Socializing constantly, neglecting studies, and ignoring deadlines

11. What can regular exercise improve, according to the text?
a) Grades
b) Mood and reduce stress
c) Intelligence
d) Popularity

12. The author's implies that personal growth involves:
a) Staying within one's comfort zone
b) Avoiding challenges
c) Continuous learning and self-discovery
d) Focusing solely on academics

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- 13. What is the text's view on personal growth?**
 - a) It is a luxury for students.
 - b) It is an unnecessary distraction from studies.
 - c) It is a continuous journey of self-discovery and learning.
 - d) It is only important after graduation.
- 14. What skills are highlighted as valuable for future careers?**
 - a) Academic grades only
 - b) Soft skills like leadership, teamwork, and communication
 - c) Technical skills only
 - d) Memorization skills
- 15. The text infers that students who prioritize time management are more likely to:**
 - a) Procrastinate less
 - b) Have lower GPAs
 - c) Experience more stress
 - d) Miss deadlines frequently
- 16. What should students do during periods of high stress, such as exams?**
 - a) Isolate themselves
 - b) Prioritize their well-being
 - c) Neglect their studies
 - d) Give up
- 17. What is something students should always do when needed?**
 - a) Seek support and reach out for help
 - b) Procrastinate
 - c) Avoid challenges
 - d) Complain
- 18. What are examples of activities that can contribute to personal growth?**
 - a) Only focusing on academics
 - b) Participating in extracurricular activities, pursuing interests outside the classroom, or volunteering
 - c) Spending all their time on social media
 - d) Avoiding new experiences
- 19. What kind of skills do employers value, according to the text?**
 - a) Only technical skills
 - b) Soft skills like leadership, teamwork, and communication
 - c) Only academic grades
 - d) Only experience in a specific field
- 20. The author likely believes that the challenges students face are:**
 - a) Insurmountable
 - b) Opportunities for growth and development
 - c) Unimportant
 - d) Best avoid



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RESEARCH INSTRUMENT POST TEST

LISTENING SKILL

NAME:
CLASS:
DATE:

QUESTION INSTRUCTIONS:

1. Fill in your identity in the blank spot that has been supplied.
2. The audio file can only be played twice, first before doing the question and next after doing the question.
3. Listen to the recording carefully !
4. Read the question and choose the four possible answers, and decide which one would be the best answer to the question you have just heard.

1. What is the main topic of the podcast?

- a) The benefits of social media for communication.
- b) The negative impact of social media on concentration.
- c) The latest trends in social media marketing.
- d) The history and evolution of social media platforms.

- a) The benefits of social media for communication.

2. What comparison does Mike make about attention spans?

- a) Shorter than a dog's.
- b) Shorter than a cat's.
- c) Shorter than a goldfish's.
- d) Shorter than a bird's.

3. What do social media platforms use to keep users engaged?

- a) Interactive games.
- b) Complex puzzles.
- c) Algorithms.
- d) Personalized advertisements.

4. The podcast mentions several negative effects of social media. Which of the following is NOT mentioned as a potential negative effect?

- a) Increased anxiety and stress due to FOMO.
- b) Improved sleep patterns and cognitive functions.
- c) Changes in brain structure related to attention and memory.
- d) Reduced productivity due to multitasking.

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5. **What can be inferred about Mike and Emma's views on social media?**
 - a) They believe social media is entirely beneficial.
 - b) They have a generally negative view of social media's impact.
 - c) They acknowledge both the positive and negative aspects of social media.
 - d) They are experts in social media addiction.
6. **What chemical is released in the brain when we receive likes and notifications?**
 - a) Serotonin.
 - b) Melatonin.
 - c) Dopamine.
 - d) Endorphins.
7. **What specific activities are mentioned as requiring longer attention spans?**
 - a) Cooking a complex meal and playing a video game.
 - b) Reading a book, working on a project, and having a face-to-face conversation.
 - c) Watching a movie and listening to music.
 - d) Exercising and driving.
8. **What is the primary concern discussed regarding social media?**
 - a) Its potential for spreading misinformation.
 - b) Its addictive nature and its effect on attention spans.
 - c) Its cost and accessibility for different demographics.
 - d) Its impact on political discourse.
9. **What is implied by the comparison of human attention span to that of a goldfish?**
 - a) Humans are becoming more intelligent.
 - b) Human attention spans are decreasing significantly.
 - c) Goldfish have surprisingly long attention spans.
 - d) Social media is improving our focus.
10. **What is FOMO?**
 - a) Fear of missing out.
 - b) Fear of online meetings.
 - c) Fear of losing connections.
 - d) Fear of forgetting important tasks.
11. **What negative impact can blue light from screens have?**
 - a) Improved sleep quality.

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- b) Interference with sleep patterns.
- c) Enhanced cognitive function.
- d) Reduced eye strain.

12. What can be inferred about the design of social media platforms?

- a) They are intentionally designed to be engaging and potentially addictive.
- b) They prioritize user well-being and mental health.
- c) They are constantly evolving to become less addictive.
- d) They are primarily focused on educational content.

13. What is the podcast's overall message about social media?

- a) Social media is entirely detrimental to mental health.
- b) Social media has both positive and negative aspects, and mindful usage is crucial.
- c) Social media is essential for success in the digital age.
- d) Social media should be banned.

14. What is the podcast's perspective on multitasking while using social media?

- a) It is an effective way to improve productivity.
- b) It actually reduces productivity and can lead to burnout.
- c) It is essential for success in the modern workplace.
- d) It has no effect on overall efficiency.

15. What can be inferred about the impact of multitasking on productivity?

- a) Multitasking is a highly effective way to increase productivity.
- b) Multitasking can lead to decreased efficiency and potential burnout.
- c) Social media helps us become better multitaskers.
- d) Multitasking is essential for success in the digital age.

16. What is one strategy mentioned for managing social media usage?

- a) Completely avoiding social media.
- b) Setting specific times for social media use.
- c) Spending more time on social media to build tolerance.
- d) Using social media while multitasking to be more efficient.

17. What is the definition of "mindfulness" as used in the podcast?

- a) Ignoring all distractions.
- b) Focusing on the future.

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c) Being aware and present in the moment without judgment.
d) Multitasking effectively.

18. What is the effect of multitasking, according to the podcast?

- a) It increases productivity.
- b) It reduces productivity.
- c) It has no effect on productivity.
- d) It improves concentration.

19. What is one strategy suggested for managing social media use?

- a) Constantly checking for updates
- b) Setting specific times for use
- c) Using multiple social media platforms at once
- d) Deleting all social media accounts

20. What is implied about the relationship between sleep and concentration?

- a) Good sleep is not important for concentration.
- b) Poor sleep can negatively impact concentration and cognitive functions.
- c) Social media use before bed can improve sleep quality.
- d) Sleep and concentration are unrelated.



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APPENDIX 3

RESULT OF PRE-TEST

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STUDENTS ANSWER FOR PRE-TEST

No	Number	Pre-test	
		True answer	Score
1	Student 1	10	50
2	Student 2	7	35
3	Student 3	6	30
4	Student 4	9	45
5	Student 5	14	70
6	Student 6	13	65
7	Student 7	12	60
8	Student 8	10	50
9	Student 9	12	60
10	Student 10	7	35
11	Student 11	11	55
12	Student 12	12	60
13	Student 13	13	65
14	Student 14	15	75
15	Student 15	9	45
16	Student 16	14	70
17	Student 17	11	55
18	Student 18	12	60
19	Student 19	9	45
20	Student 20	15	75
21	Student 21	8	40
22	Student 22	8	40
23	Student 23	10	50
24	Student 24	8	40
25	Student 25	11	55



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26	Student 26	13	65
27	Student 27	13	65
28	Student 28	11	55
29	Student 29	9	45
30	Student 30	10	50
31	Student 31	10	50
32	Student 32	8	40
33	Student 33	12	60
34	Student 34	6	30
35	Student 35	10	50
36	Student 36	11	55
Total		379	1895
Mean		10.53	52.64



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APPENDIX 4

RESULT OF POST-TEST

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STUDENTS ANSWER FOR POST-TEST

No	Number	Post-Test	
		True answer	Score
1	Student 1	14	70
2	Student 2	14	70
3	Student 3	12	60
4	Student 4	13	65
5	Student 5	15	75
6	Student 6	14	70
7	Student 7	14	70
8	Student 8	15	75
9	Student 9	18	90
10	Student 10	14	70
11	Student 11	12	60
12	Student 12	16	80
13	Student 13	14	70
14	Student 14	18	90
15	Student 15	13	65
16	Student 16	16	80
17	Student 17	12	60
18	Student 18	15	75
19	Student 19	15	75
20	Student 20	18	90
21	Student 21	16	80
22	Student 22	16	80
23	Student 23	12	60
24	Student 24	17	85
25	Student 25	17	85



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26	Student 26	14	70
27	Student 27	16	80
28	Student 28	14	70
29	Student 29	13	65
30	Student 30	18	90
31	Student 31	17	85
32	Student 32	15	75
33	Student 33	14	70
34	Student 34	15	75
35	Student 35	12	60
36	Student 36	15	75
Total		533	2665
Mean		14,81	74,03

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APPENDIX 5

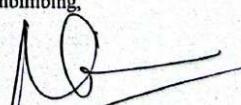
RECOMMENDATION LETTER

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : Nuardi, S. Pd.I., M.Ed
 a. Nomor Induk Pegawai (NIP) : 19830307 200901 1 012
 3. Nama Mahasiswa : Iffatunniswa
 4. Nomor Induk Mahasiswa : 12110422636
 5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	selasa 26 / Februari 2024	Judul	N	
2	senin 22 / April 2024	Bab 1	N	
3	selasa 7 / Mei 2024	Bab 2	N	
4	Senin 14 / Mei 2024	Bab 3	N	
5	Senin 27 / Mei 2024	Reffensi	N	
6	selasa 4 / Juni 2024	Perbaik all dptns.	N	
7	Kamis 6, Juni 2024	Fee	N	

Pekanbaru, Kamis, 6 Juni 2024
Pembimbing,


Nuardi, S. Pd.I., M.Ed
NIK. 19830307 200901 1 012

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SKRIPSI MAHASISWA

1. Jenis yang dibimbing	:	Skripsi
a. Seminar usul Penelitian	:	
b. Penulisan Laporan Penelitian	:	
2. Nama Pembimbing	:	Nuwardi, M. Ed.
a. Nomor Induk Pegawai (NIP)	:	19830307 2009011012
3. Nama Mahasiswa	:	Effatunniwa
4. Nomor Induk Mahasiswa	:	12110422636
5. Kegiatan	:	bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	24 Februari 2025 Senin / 2025	kesmen	PO	
2	3 Maret 2025 Senin / 2025	kesmen	PO	
3	27 Maret 2025 Kamis / 2025	Pro Analisi	PO	
4	14 April 2025 Senin / 2025	Pro Analisi	PO	
5	22 April 2025 Selasa / 2025	Chrys N, V Piffner	PO	
6	selasa, 29 April 2025	Piffner	PO	
7	8 Mei 2025 Kamis / 2025	Acc	PO	

Pekanbaru, Kamis, 8 Mei 2025
Pembimbing,

NIP.

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Iffatunniswa
 Nomor Induk Mahasiswa : 12110422636
 Hari/Tanggal Ujian : Senin/10 Juni 2024
 Judul Proposal Ujian : Using Dictation Method in Teaching English Listening Skill
 at Eighth Grade Of Al-Fityah Junior High School Pekanbaru.
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
 dalam Ujian proposal.

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizky Gushendra, S.Pd.I., M.Ed	PENGUJI I		
2.	Riski Amelia, S.Pd, M.Pd	PENGUJI II		

Mengetahui

a.n. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 03 juli 2024
Peserta Ujian Proposal

Iffatunniswa
NIM. 12110422636

arif Kasim Riau

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Jl. H. R. Soebrantas No. 155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.fk.uinsuska.ac.id. E-mail: ftk_uinsuska@yahoo.co.id

or : Un.04/F.II.3/PP.00.9/24703/2024
: Biasa
p. : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 10 Desember 2024

Kepada
Yth. Kepala Sekolah
MAN 3 Kota Pekanbaru
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Iffatunniswa
NIM	: 12110422636
Semester/Tahun	: VII (Tujuh) / 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Praiset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU**

AKREDITASI : A

(NSM : 13.1.1.14.71.0003 NPSN.69995182)

Jl. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru
Website: <http://www.man3pekanbaru.sch.id> E-mail: man3gemilang@gmail.com



Nomor : B-148/Ma.04.3/TL.00/02/2025
Sifat : Biasa
Lampiran : -
Perihal : Balasan PraRiset

Pekanbaru, 17 Februari 2025

Yth;
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau
di
Pekanbaru

Assalamualaikum'alaikum warohmatullahi wabarakatuh

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Keguruan No :
Un.04/F.II.3/PP.00.9/24703/2024 tanggal 10 Desember 2024 perihal permohonan
izin Pra Riset atas nama:

Nama : Iffatunnisa
NIM : 12110422636
Semester/Tahun : VII (Tujuh)/2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini disampaikan bahwa nama yang tersebut diatas telah selesai
melakukan Pra Riset di MAN 3 Kota Pekanbaru.

Demikian surat ini disampaikan untuk dapat diketahui dan dipergunakan
sebagaimana mestinya.

Kepala,

Md.Zuki



Tembusan:

1. Yth. Kakan. Kemenang Kota Pekanbaru di Pekanbaru;
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Fax. (0761) 561647 Web. www.uinsuska.ac.id, E-mail: etak.uinsuska@yahoo.co.id

Nomor : B-5941/Un.04/F.II/PP.00.9/02/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : Mohon Izin Melakukan Riset

Pekanbaru, 24 Februari 2025

Kepada
Yth. Kepala
MAN 3 Pekanbaru
Di Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Iffatunniswa
NIM : 12110422636
Semester/Tahun : VIII (Delapan) / 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : USING DICTATION METHOD IN TEACHING ENGLISH LISTENING SKILL AT ELEVEN GRADE OF MAN 3 KOTA PEKANBARU

Lokasi Penelitian : MAN 3 Kota Pekanbaru

Waktu Penelitian : 3 Bulan (24 Februari 2025 s.d 24 Mei 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :
Rektor UIN Sultan Syarif Kasim Riau

arif Kasim Riau

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Pekanbaru, 4 Maret 2025

Hal : Permohonan Pengajuan Perpanjangan SK pembimbing

Lampiran : -

Kepada

Yth. Dekan

Fakultas Tarbiyah dan Keguruan

UIN SUSKA RIAU

Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Iffatunniswa

NIM / HP : 12110422636 / 085762352950

Tempat / tanggal lahir : Tembilahan/ 01 Februari 2002

Semester / Tahun : VIII / 2025

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"Using Dictation Method In Teaching English Listening Skill at Eleven Grade of MAN 3 Kota Pekanbaru"** Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Nuardi, M.Ed.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy cover proposal/ skripsi
5. SK pembimbing

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

Wassalmua'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan


Dr. Fauzina Amastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Iffatunniswa
NIM. 12110422636



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Pekanbaru, 15 Februari 2024

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
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Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Iffatunniswa

NIM / HP : 12110422636 / 085762352950

Tempat / tanggal lahir : Tembilahan / 01 Februari 2002

Semester / Tahun : VI / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul "**USING DICTATION METHOD IN TEACHING ENGLISH LISTENING SKILL AT EIGHTH GRADE OF AL-FITYAH JUNIOR HIGH SCHOOL PEKANBARU**". Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Nuardi M. Ed

Dengan ini saya melampirkan sebagai persyaratan :

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2. Foto copy kartu rencana study
3. Foto copy kartu hasil mahasiswa
4. Foto copy synopsis

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Wassalmua 'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan

Dr. Fadilah Anatasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Iffatunniswa
NIM. 12110422636



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Nomor : Un.04/F.II.4/PP.00.9/4655/2024
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 20 Februari 2024

Kepada
Yth.
1. Nuardi, S.Pd, M.Ed
2.
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : IFFATUNNISWA
NIM : 12110422636
Jurusan : Pendidikan Bahasa Inggris
Judul : Using Dictation Method in Teaching English Listening Skill at Eighth Grade
of Al-Fityah Junior High School Pekanbaru
Waktu : 6 Bulan terhitung dari tanggal keluaranya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Zarkash, M.Ag.
NIP. 19721017199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Pekanbaru, 4 Maret 2025

Hal : Pergantian Judul

Lampiran : -

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Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Iffatunniswa

NIM / HP : 12110422636 / 085762352950

Tempat / tanggal lahir : Tembilahan / 01 Februari 2002

Semester / Tahun : VIII / 2025

Jurusan : Pendidikan Bahasa Inggris

Dosen Pembimbing : Nuardi, M. Ed

Berdasarkan rekomendasi dosen pembimbing, dengan ini saya mengajukan kepada Bapak/ Ibu permohonan pergantian judul dari “Using Dictation Method In Teaching English Listening Skill at Twelve Grade of MAN 3 Kota Pekanbaru” menjadi “Using Dictation Method In Teaching English Listening Skill at Eleven Grade of MAN 3 Kota Pekanbaru”. Dengan demikian surat permohonan ini saya sampaikan sekiranya Bapak/ Ibu dapat mempertimbangkan. Atas perhatian Bapak/Ibu, saya ucapkan terima kasih.

Mengetahui,
Ketua Jurusan

Dr. Fauzina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya


Iffatunniswa
NIM.12110422636



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Pekanbaru, 15 Mei 2025

Nomor : B-9771/Un.04/F.II.1/PP.00.9/05/2025

Sifat : Biasa

Lampiran : -

Hal : *Pembimbing Skripsi (Perpanjangan)*

Kepada Yth.
Nuardi, S.Pd, M.Ed
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu'alaikum warhamatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim
Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : IFFATUNNISWA

NIM : 12110422636

Jurusan : Pendidikan Bahasa Inggris

Judul : Using Dictation Method In Teaching English Listening Skill At Eleven Grade
Of MAN 3 Kota Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan Redaksi dan
Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan
terima kasih.

W a s s a l a m

Dekan

Kakil Dekan I

Dr. Zarkasih, M.Ag.

NIP. 19721017 199703 1 004



Tembusan :

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APPENDIX 6

DOCUMENTATION

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CURRICULUM VITAE

Iffatunniswa is the first daughter of Mr Dr. H Masyhuri Putra Lc. MA. And Mrs. Khairunnisa. She was born in Tembilahan city, 01 February 2002. In 2014, she graduated from SDN 123 Pekanbaru. She also completed her studies at Darussalam Modern Islamic Boarding School Gontor for Girls 3rd Campus Karangbanyu Ngawi West Java Indonesia in 2020. In 2021, she was accepted as a student in the Department of English Education, Faculty of Education and Teacher Training, Universitas Islam Negeri Sultan Syarif Kasim Riau. In July 2024, she is implementing a KKN (Kuliah Kerja Nyata) Program in Lubuk Jawi Village, Rokan Hilir Regency, Riau. Then she took part in the Pre-Service Teacher Practice (PPL) program at MAN 3 Kota Pekanbaru from September to November 2024. To fulfil the requirement for earning an undergraduate degree in English Education, she conducted research and completed his thesis entitled "*Using Dictation Technique in Teaching English Listening Skill at eleven Grade of MAN 3 Kota Pekanbaru*".

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