

The effect of partial dictation as instructional device on students' listening comprehension

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ABSTRACT

This research reports on the effect of Partial Dictation as the instructional device on students' listening comprehension. It was then implemented in Basic - level listening class with 25 participants. Design of the research was quantitative with applied quasi-experimental design. The samples were taken through purposive sampling consisted of 50 participants. Two groups participated in this research, i.e. one experimental group and control group. A diagnostic test on listening was administered to the both groups. Over 5 meetings, Control Group taught by non partial dictation exercises or conventionally while Experiment Group received Partial Dictation exercises. A post-test was given to the both groups after 5 meetings. In addition to the post-test, Experiment Group worked out with 5-Likert Scale adopted questionnaires to assess their motivation toward Partial Dictation as supporting data. The results of Independent t-test showed the level of significant is .000, $p < 0.05$. Furthermore, it explained that H_a was accepted, so that it can be concluded that teaching listening comprehension through Partial Dictation as instructional device has significant effect than teaching listening comprehension by non partial dictation. Meanwhile, motivation questionnaires revealed that 62 % of the participants were in moderate category to learn through partial dictation technique in facilitating their listening.

1. Introduction

Both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication (Wolvin and Coakley, 1988). Many learners know words in sight but cannot recognize them in sound. In spite of its importance, very little researchers give concerning in measuring students' listening ability. Listening is an activity to give attention to the one who produced sounds and potentially make meaning of something hear (Barthes, 1985). Anderson and Lynch (2000) define the listening process as "the process of receiving, attending to and assigning meaning to aural stimuli". The receiving and attending to is also called speech perception and refers to the processes of distinguishing phonemes, constructing these into words, recognizing the features of stress and intonation and combining this information to construct the syntax.

Listening is still assumed as difficult skill to study. It is not easier to understand meaning is conveyed by directly listening from native speaker or even non-native speaker than understanding meaning through reading a text. No one can understand clearly how listening process happens or how to learn to listen or understand it at once. It seems easy if it is done by listening to our own language that is spoken in daily conversation. When listening comprehension was taught in the class, students still face difficulties in listening auto media. When teacher asked them which factors may hinder them, generally students stated that the rate of conversation was fast enough, the way of speakers spoke was not so clear and students are not familiar with listening. In fact, when they read the text directly, they knew some or they were able to interpret the texts.

The first listening difficulty is related to the problem of word recognition (inability to recognize known words or associate sounds with words) and mainly results from an underdeveloped listening vocabulary (Chao & Cheng, 2004; Chao & Chien, 2005; Chen, 2002 ; Goh, 2000; Sun, 2002; Tsai, 2004; Tsui & Fullilove, 1998; Yen 1988). Assigning meaning to decode stimuli is referred to as top-down processing, and involves assigning communicative meaning to the decoded utterances based upon previous knowledge. Top-down processing may also help in filling in gaps in understanding created by recording failures.

One of the primary objectives of English language teaching is enabling students to be proficient listeners capable of listening in target language. However, very little researchers give concerning in measuring students' listening ability and the objective is not always easy to achieve due to the limitations of associated with language learning environments. These limitations include the role of teacher in listening activity and the teaching technique. In this study, the researcher would like to measure the student's listening comprehension by using one types of dictation, Partial Dictation. Using this technique as an instructional device of listening is effective since dictation can check the students' proficiency through their listening skill.

To solve the problems mentioned above on decoding/listening skills, word recognition and word segmentation, a teaching/learning activity that integrates partial dictation (PD) with listening to an English teaching radio program (hereafter ETRP) was designed by synthesizing the proposals and results of past empirical studies.

2. Literature Review

2.1. Listening Comprehension

In the Audio lingual method, it is believed that if students listen to the target language all day, they will improve their listening comprehension skill through the experience. Listening comprehension attracted little attention in terms of both theory and practice. While the other three language skills (i.e., reading, writing, and speaking) receive direct instructional attention, teachers often expect students to develop their listening skill by osmosis and without help (Mendelssohn, 1994; Oxford, 1993). Listening comprehension is a "complex and multidimensional process" (Buck, 2001: 51) in which listeners need to use their phonological knowledge, syntactic knowledge, semantic knowledge, pragmatic knowledge, and kinetic knowledge to comprehend an aural input.

2.2. Concept of Dictation

Dictation is described as a technique used in both language teaching and language testing in which a passage is read aloud to students, with pauses during which they must try to write down what they heard as accurately as possible (Richards and Platt, 1992:90). Dictation is used 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. This writing is affected by their skill at listening, their command of the language, and their ability to hold what they have heard in their memory. It has been thoroughly examined as a language proficiency test (Oller and Streiff, 1975:89). Nation and Newton (2009) considered dictation is a valuable language-focused teaching and learning technique. In terms of teaching technique, they pointed out that teachers can design activities to enhance students' perception of errors detected through dictation. As a learning technique, dictation provides feedback on students' perceptual errors and gaps, which helps raise consciousness or awareness of these errors.

There are amount advantages of dictation: Dictation can help develop all four language skills in an integrated way, it can help learn grammar, helps to develop short-term memory, useful to learners in the future in the note taking activities, for instance, listening to lectures; it fosters unconscious thinking in the new language, correction can be done by the students peer correction of written dictation is not widely used in teaching English mainly because some language practitioners consider it teacher - centered and old - fashioned (Montalvan, 2001:152). Dictation exercises are very important, particularly for developing the children's awareness of phonic sounds, and contrary to the popular view of dictation, it can be a lot of fun (Lightfoot, 2004: 23)

2.3. Partial Dictation

Nation and Newton (2009) considered partial dictation (PD) as an easier variant of full dictation and a plausible activity in enhancing FL/L2 listening ability. Students are provided with an incomplete written text and fill in missing words while listening to an oral version of the text. It is a technique used in both language teaching and language testing in which a passage is read aloud to students, with pauses during which they must try to write down what they heard as accurately as

possible (Richards and Platt, 1992:90).

Partial dictation is a passage with some deletions is given to the testers, but read in complete form. The testers are required to fill in the deleted parts as they hear the passage. Partial dictation is, in fact, an activity between cloze and dictation tasks. It is similar to dictation in that the passage is read to the tester. However, it is different from dictation in that the tester is provided with an incomplete form of the passage. Furthermore, it is similar to close in that the tester should fill in the blanks. It is, however, different from close in that the deleted parts are given to the testers through reading the passage (Farhadi, Jafarpur and Birjandi, 1994).

In partial dictation, the portions of the text that are missing in the printed version are the criterion parts where the examinees simultaneously and exactly write what is heard (Oller, 1979). Students are provided with an incomplete written text and fill in missing words while listening to an oral version of the text. Some FL/L2 researchers recommended the use of PD as a reliable, valid, and plausible listening test (Buck, 2001; Hughes, 1989; Nation & Newton, 2009). Buck (2001) supports Hughes' (1989) suggestion on the use of PD for low-level students when dictation proved too difficult for the students. Using PD helps students focus on missing parts, making it easier for them to follow the text and/or to get its main points. Lin (2003) reported that the cloze-test task or partial dictation was regarded as helpful by her Taiwanese 10th grade higher achievers in comprehending authentic English broadcasts.

Melawanti (2007:153) conducted a research at the fifth grade of SD Negeri Wonorejo 01 Karanganyar Demak found that dictation as a testing technique can be used to measure listening mastery of the fifth grade students of elementary school. Kuo (2007:13) in his research entitled "Using Partial Dictation of an English Teaching Radio Program to Enhance EFL Learners 'Listening Comprehension'" found that partial dictation effectively improved students' Listening Comprehension". She conducted a research to an intermediate-level class of 31 Taiwanese EFL university students. She further stated that a majority of students perceived that partial dictation effectively boosted their English listening comprehension.

2.4. Motivation

Motivation is an important factor in learning a second and foreign language (Gardner, 1985b; Scarcella & Oxford, 1992). It is defined as the individual's attitudes, desires, and effort (Gardner, Tremblay & Masgoret, 1997). Moreover, Ryan and Deci (2000) define motivation as concerning energy, direction, persistence and equal finality all aspects of activation and intention. In terms of language learning, Gardner (1985) defined motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning the language". Intrinsic and extrinsic motivations, affect learning and the desire to improve and enhance students learning skills during the process. Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feelings of competence or growth (Eggen & Kauchak, 1994). It exists when someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not (Spaulding, 1992; Alberth, 2018). In other words, intrinsic motivation is a prototype of autonomous internal

motivation. In this type of motivation you are being motivated to do some activities because you find the activity interesting and profoundly valuable so you are there completely what you want to do and it satisfies the basic psychological needs.

In contrast to intrinsic motivation, Spaulding (1992) states that, extrinsic motivation is as an outward force in the form of expectation, praise and rewards powers students in English learning. It exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged. Extrinsic motivation is precisely doing activity or learning new things because the activity leads to some separable consequences such as rewards, avoidance of punishment, trying to gain social approval. When students work hard to win their parents' favor, gain teachers' praise, or earn rewards such as pocket money, we can rightly conclude that their motivation is primarily extrinsic, their reason for work and study lie primarily outside themselves and the aim of learning is not for the knowledge itself but the outward rewards in order to gain self-esteem. And the outward praise and rewards encourage students to study more actively. Extrinsic forms are those in which there is something added that comes from an external agent, such as a reward from the teacher (Alberto & Troutman, 2003). Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (Ryan & Deci, 2000).

Objectives of the Research and Research Problems

This research investigated the effects of Partial Dictation as Instructional Device on students' listening comprehension at second semester students of Universitas Muhammadiyah Kendari and their motivation toward on the use of PD by the teacher in teaching listening comprehension. The following are the research problems of the research:

1. Does the use of partial dictation have significant affect students' listening comprehension?
2. Does use of partial dictation motivate students in learning?

3. METHODS

3.1. Participants

This research applied the quasi-experimental design. It was then implemented in Basic - level listening class with 25 students. The sample was taken through purposive sampling technique. Two groups participated in this research, i.e one experimental group and control group. The populations are the second semester students of Universitas Muhammadiyah Kendari.

3.2. Instruments

Two kinds of instruments were applied in this research to collect data. The instruments were listening test and adapted questionnaire. The listening section of British Council was employed as pre-test and post-test to assess students' listening

comprehension before and after intervention (Weeks 1 to 7). The test is a valid and reliable consisted of 51 items (true false, matching, multiple choice, partial dictation). A questionnaire was administered to collect data regarding students' motivation toward on the use of PD by teacher in teaching listening and it was applied to EG.

3.3. Data Collection and Procedure

A pre-test on listening was administered to the both groups. Over 5 meetings, CG taught non partially exercises while EG received Partial Dictation exercises. The procedures of the treatment describe as follows:

Pre-Listening stage

Prepare students to listen. In this step, teacher is preparing the students to listen. Teacher must be familiar with the listening track such as the situation, how many people are speaking, what is the topic). Make sure the recording tools are working properly; *Set up the listening activity.* In this step, teacher gives students simple preview of the listening text. Ideally, teacher should get students thinking about what they hear. Give them tiny information such the title, the topic or short sentence and allow them to predict what they are going to listen; *Preview the course book.* Teacher gives students time to look at the pictures, the task, the instructions and the questions if there is a worksheet or course book page that comes with the listening track. These will be provided them valuable information.

While Listening Stage

The while listening stage is students listen and do a task. Assigning a task can help students focus and develop important strategies for language learning. Some common listening tasks will be presented in this stage such listening for gist/main idea, listening for detail, making inferences, true false, matching and also partial dictation; Fill in the blank of dictation: The teacher will explain about listening comprehension and dictates to the students briefly, the teacher tells the students that they are going to listen to the tasks, the teacher tells the students that they are going to listen the tasks with speaker, the teacher provides a partially complete passage that the students fill in as they listen or after they listen. This activity allows students to focus particular language features, e.g. verbs or noun phrases; Choosing correct answer of dictation: in this section, the teacher explains the listening comprehension, after that tell the students that they are going to listen to the text, next the teacher provides the text at natural speed with assimilation, etc, but the teacher will not slow down the articulation of the phrase being repeated. The activities focus on students' attention on features of fast speech.

Post Listening Stage

This is the stage where teacher take students beyond the listening text, and use it a springboard for further language practice. Some activities will be presented as follows: *Mine the script.* At this point, teacher can ask students to lo ok over the transcript and see what they may have had problems understanding; *Set a little speaking task.* Assign students to do related speaking activity. For example if students herd a conversation between two people at the party, ask them to reproduce the

conversation in different setting; *detects the problems*. Get students to discuss what problems came up during the listening. Which sections were more difficult? What caused them confusion or misunderstanding? *Personalize the listening text*. Teacher will lead students to find ways that students can relate to the text. For example, if in the listening monologue of a person expressing their opinion, teacher can ask students to tell if they agree or disagree and give reasons for their position. (Brown, 2006). A post-test was given to the both groups after 7 meetings. In addition to the post-test, EG worked out with 5-Likert Scale adopted questionnaires to assess their motivation toward PD as supporting data. Closed Ended Format questionnaire was applied in this research which consisted of 22 statements.

3.4. Data Analysis

An independent t-test was employed to find differences between mean scores on pre- and post-tests in both classes. Frequencies, percentages, and descriptive analysis were employed to analyze data from the questionnaires on students' motivation toward PD. In addition, students' reasons for their motivation toward PD technique were typed and analyzed for possible patterns and further understanding of the rationales behind their motivation toward PD technique.

4. FINDINGS AND DISCUSSION

Research Question 1. Does the use of partial dictation have significant effect on students' listening comprehension at Second Semester Students of Universitas Muhammadiyah Kendari ?

Table 4.1. Students' listening skill in pretest for both cohorts.

Classification	Range of score	Control Group	Experimental Group
F		%	F %
Excellent	96-100	0	0
Very good	86-95	4	0
Good	76-85	8	16
Fairly good	66-75	12	16
Fair	56-65	4	0
Poor	36-55	36	36
Very poor	00-35	36	32
Total	25	100	25 100

Table 4.1. shows that most of the students' listening level in both control group and experimental group were categorized as poor at the beginning where 9 students (36 %) in control group and 8 students (32%) in experimental group. Mean while, 9 students (36 %) in control and 8 students (32%) in experimental group were in very poor categorized. 1 student (4 %) in control group was in fair category, none of students in experimental group fell in this category. 4 students (16 %) in control and 3 students (12 %) in experimental group were in fairly good category. 2 students (8 %) in control group were in good category, 4 students (16%) in experimental group were in this category. 1 student (4 %) in control group was in very good category while no one of experimental group was in this category.

The result on the table shows that most of the students have the same level on listening; they were poor before they were taught by dictation for experimental and non partial dictation for control group. While after treatment, the post test score on students' listening comprehension improve and percentage of the students' score for the control and experimental groups, it can be seen on the table below:

Table 4.2. Students' listening in post test for both cohorts

Classification Range of score	Control Group	Experimental Group	
F	%	F	%
Excellent 96-100 0	0	0	0
Very good 86-95 1	4	3	12
Good 76-85 2	8	4	16
Fairly good 66-75 3	12	0	0
Fair 56-65 3	12	9	36
Poor 36-55 8	32	4	16
Very poor 00-35 8	32	5	20
Total 25	100	25	100

The table also shows that the students' achievement in control group and experimental group significantly achieved. In control group, the score of the students tend to spread from poor to very poor category. There were 1 students (4 %) in very good category, 2 students (8 %) were in good, 3 students (12%) in fairly good, 3 students (12%) in fair, and 8 students (32%) in poor category and 8 students (32 %) still got very poor category. Unlike for the experimental group, the students' scores were spread out in some categories as follow: no one of students was categorized as excellent. There were 3students (12 %) categorized as very good, 4 students (16 %) categorized as good, none of them were categorized as fairly good, 9 students (36 %) categorized as fair, and 4 students (16%) were still in poor category and 5 students still stood on very poor category.

The score distribution for control group and experimental group on listening skill in post test shows the difference from the pre test. After conducting the treatment to both of the groups, it showed an effect but in the experimental group which applied dictation gave higher achievement than non partial dictation. It means that partial dictation has significant effect on students' listening comprehension.

Table 4.3. Mean Score and Standard Deviation

Groups Mean score Standard deviation				
	Pretest	Post test	Pretest	Post test
Control	41	50	19.96	19.69
Experiment	50	60	21.19	20.14

Table 4.3. indicates that there were difference of students' score and standard deviation of students' listening skill. The data analysis shows the students' mean score for both groups experimental and control was average or it classified as fair. The students' mean score of pre test for control was 41 with standard deviation 19.96 and in experimental was with standard deviation 21.19. However, after applying treatment, the students' listening comprehension increased. It is proved by students' mean score in post test; in experimental group was 60 and in control group 50. Even though, the students' mean score increased in post test, but the students' mean score in experimental was greater than control group or $60 > 50$. It means that, the use of Partial Dictation on students' listening skill has significant effect.

The results of the independent t-test can be seen in table 4.4. below:

Table 4.4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
N_GAIN SCORE	Equal variances assumed	.915	.344	4.551	48	.000	.13698	.03010	.07646	.19750
	Equal variances not assumed			4.832	47.859	.000	.13698	.02835	.07998	.19398

The table describes the independent sample t-test SPSS output can be seen in the level of significant is .000, $p < 0.05$. PD as instructional device had significant effect on students' listening comprehension. This finding supports the use of PD as an alternative activity in enhancing EFL learners' listening comprehension in a teaching context where a class could meet only once a week, instructional time is extremely limited (less than two hours a week), and where frequent (three times/week) micro-scale dictations, as in Rahimi's (2008) study, are somewhat impossible to implement. Furthermore, it explained that H_a was accepted, where teaching listening comprehension through Partial Dictation has significant effect than teaching listening comprehension through non partial dictation.

Based on Kolmogorov-Smirnov and Shapiro-Wilk, both experiment and control classes in pretest and posttest show that $p > 0.05$. It means the data distribution is normal in both of the class. While the test of homogeneity of variance shows that the result is .344. The significant value is $.344 > 0.05$ or $p > 0.05$. It can be concluded that the data is homogeneous.

Research Question 2. Does Partial Dictation motivate students in learning listening at second semester students of Universitas Muhammadiyah Kendari?

After the students were taught using Partial Dictation (PD), the researcher distributed the questionnaire for them to find out that Partial Dictation motivated students on their listening. The questionnaire was then applied in experiment group after post test. The following table gave a brief description about the students' motivation on listening through Partial Dictation.

Students' Motivation in Experimental Class (Post-test)

Questionnaires	Total	Percent	Criteria
1	113	90.4	strongly motivated
2	43	34.4	strongly unmotivated
3	105	84	Motivated
4	51	40.8	Unmotivated
5	102	81.6	Motivated
6	35	28	strongly unmotivated
7	107	85.6	strongly motivated
8	45	36	Unmotivated
9	107	85.6	strongly motivated
10	53	42.4	Unmotivated
11	92	73.6	Motivated
12	118	94.4	strongly motivated
13	47	37.6	Unmotivated
14	113	90.4	strongly motivated
15	113	90.4	strongly motivated
16	40	32	strongly unmotivated
17	105	84	Motivated
18	40	32	strongly unmotivated
19	41	32.8	strongly unmotivated
20	106	84.8	strongly motivated
21	95	76	Motivated
22	36	28.8	strongly unmotivated
Total		1.365.6	
Average		62	Moderate

The above table presents the recapitulation data of students' motivation in experimental class (Posttest). Based on the table there were 22 items of listening motivation questionnaires. Among of them there are some criteria (very high and low). Items of questionnaire number 1, 3, 5, 7, 9, 12, 14, 15, 17, 20 and 20 are included in "very high" level while items number 11 and 21 are categorized as "high". Items number 4 and 10 are in "moderate" category, then items number 2, 6, 8, 13, 16, 18, 19 and 22 are in "low" category in listening motivation. It means after teaching using Partial Dictation as instructional device in the classroom especially in listening, the average of listening motivation is 62 % which is categorized "moderate" level.

4.2. Discussion

This research was to investigate the effect of Partial Dictation as instructional device on students' listening comprehension and to see their motivation toward of PD. Relating to the data collected through the pre-test and posttest it is shown that the students' listening through dictation as an instructional device was very good. It is supported by the rate percentage of the students' pretest and posttest. After giving the treatment for experimental group, the students' scores were spread dominantly in fair to good category. No one of students was categorized as excellent. There were 3 students (12 %) categorized as very good, 4 students (16 %) categorized as good, none of them were categorized as fairly good, 9 students (36 %) categorized as fair, and 4 students (12 %) were still in poor category and 5 students still stood on very poor category.

The data shows that the result of the rate percentage of the students' post test is higher than pre test before giving treatment. However, after treatment with explained the listening comprehension and gave some examples of pronunciation of word and have students listen carefully and attention on features of slow speech, so that when the researcher provide exercise in the form of post test of students has increase, the students have already understand about the material listening comprehension. The findings is in line with the theory comes from Oller and Streiff, 1975:89 who stated that dictation has been thoroughly examined as a language proficiency test. As a teaching technique, it helps language learning by making learners focus on phrase- and clause- level constructions. This focusing is accuracy-based. Dictation means the act or process of dictating material another for transcription and the material to dictate (Collins English Dictionary, 2003: 52). Dictation has been a feature of language classroom for hundreds of years.

A study by Chun (2010) worked on Developing Intensive Listening Skills: A Case Study of the Long-Term Dictation Tasks Using Rapid Speech. This study investigated the effects of dictation of rapid speech on developing listening skills and the impact dictation had on students' listening/speaking ability. Fifty undergraduate TESL program students participated in the research. They were given the opportunity to practice listening through dictation (listening cloze) for the AP news segments twice a week for a period of twelve weeks. They achieved significant gains in terms of the TOEFL and dictation scores through dictation practice. In addition, three questionnaires completed by the students shed light on how dictation helped them improve listening and speaking skills.

Another study came from Kuo (2007:13), in his research entitled "Using Partial Dictation of an English Teaching Radio Program to Enhance EFL Learners 'Listening Comprehension'" found that partial dictation effectively improved students' Listening Comprehension". She conducted a research to an intermediate-level class of 31 Taiwanese EFL university students. She further stated that majority of students perceived that partial dictation effectively boosted their English listening comprehension.

In spite of its limitations, dictation is still in favor as a teaching device at some stages of language teaching. However, dictation gives badly needed practice in listening comprehension (Myint, 2000: 23). According to Montalvan (2001: 152), there are amount advantages of dictation: Dictation can help develop all four language

skills in an integrated way, it can help learn grammar, helps to develop short-term memory, useful to learners in the future in the note taking activities, for instance, listening to lectures; it fosters unconscious thinking in the new language, correction can be done by the students peer correction of written dictation is not widely used in teaching English mainly because some language practitioners consider it teacher – centred and old - fashioned.

Based on the result of the independent t-test, the researcher found that there was significant difference between the result of pre test and post test and also the value of t-test is greater than the t-table. So that null hypothesis (H_0) is rejected while alternative hypothesis is accepted. The researcher used of dictation which can effect to students' listening comprehension.

Nevertheless, there are two possible disadvantages for dictation pinpointed by FL/L2 researchers and practitioners. One is that dictation training may drive students to listen for every word more than for meaning and thus this method should not be overused (Snow, 1996, p. 109). The other is that listening to an audio recording can be boring because of the lack of visual stimulus (Snow, 1996, p. 113). To mitigate the first drawback, instructors should introduce top-down strategies or activities to students, such as listening for main ideas or topics, listening for specific information (e.g. who, where, when, why, what, how). Moreover, instructors should let students understand that dictation is used as intensive listening especially when they are allowed to hear a recording or passage multiple times; otherwise, they need not listen word for word but for gist, topic, or some critical/specific information. As for breaking boredom due to lack of visual stimulus, choosing lessons with interesting or useful content for students to (partially) dictate or listen to is imperative. For example, in order to choose a certain back issue of magazine with more interesting topics/content, the next researcher should usually overview the up to date issues of and picks one with the most casual topics. Moreover, to break the boredom from full dictation, as Nation & Newton (2009, p. 60) suggest amusing dictations with useful or interesting content: e.g. humorous or unusual stories, dialogues, poems, puzzles.

5. CONCLUSION

This research investigated the effect of partial dictation as instructional device on students' listening comprehension at second semester students' in basic level class of 50 participants of Universitas Muhammadiyah Kendari and their motivation toward this partial dictation activity. Results indicated: (1) The independent sample t-test showed the level of significant is .000, $p < 0.05$. Furthermore, it explained that H_a was accepted, so that it can be concluded teaching listening comprehension through Partial Dictation has significant effect than teaching listening comprehension through non partial dictation. (2) a majority of students around 62 % perceived that Partial Dictation arose their motivation on listening comprehension. Significant effects of PD, positive attitudes toward PD, and stepwise procedures for creating and successfully applying this creative activity altogether assure EFL teachers that this can be a feasible alternative for solving students' word recognition and word segmentation problems or enhancing their comprehension, especially in a teaching context where a class meets no more than once a week. In addition, the results of the

study is limited due to the small sample size ($n=25$). There is a need for a similar study, with a bigger sample size to further differentiate the rate of improvement of comprehension attributable to PD.

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