THE EFFECTIVENESS OF DICTATION TECHNIQUE IN IMPROVING EFL LEARNERS' WRITING SKILL: A SYSTEMATIC REVIEW

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Abstract

This systematic review investigates the effectiveness of dictation techniques in the EFL classroom in improving EFL learners' writing ability. Then, this study aims to identify the kinds of dictation techniques commonly used in EFL teaching and learning environments to improve learners' writing proficiency. Furthermore, twenty articles were previewed in this article. This research is a qualitative systematic review that benefices meta- aggregation techniques. In addition, this study found that the most used dictation technique types are dictogloss. Then, the higher education level utilizes dictation techniques more often in comparison with the lower education level. Thus, the dictation technique can aid EFL classroom teaching and learning process in improving the learners' writing skills when it is implemented in appropriate and suitable teaching and learning environment. Lastly, this article provided suggestions for teachers, students, and future researchers concerning the importance of implementing dictation techniques in improving EFL learners' writing ability.

Keywords: *Dictation, Dictation Technique, Dictogloss, EFL, Writing*

Abstrak

Tinjauan sistematis ini menyelidiki keefektifan teknik dikte di kelas EFL dalam meningkatkan kemampuan menulis pembelajar EFL. Kemudian, penelitian ini bertujuan untuk mengidentifikasi jenis-jenis teknik dikte yang biasa digunakan dalam lingkungan pengajaran dan pembelajaran EFL untuk meningkatkan kemampuan menulis peserta didik. Selanjutnya, dua puluh artikel dipratinjau dalam artikel ini. Penelitian ini merupakan tinjauan sistematik kualitatif yang memanfaatkan teknik metaagregasi. Selain itu, penelitian ini menemukan bahwa jenis teknik dikte yang paling banyak digunakan adalah dictogloss. Kemudian, tingkat pendidikan yang lebih tinggi lebih sering menggunakan teknik dikte dibandingkan dengan tingkat pendidikan yang lebih rendah. Dengan demikian, teknik dikte dapat membantu proses belajar mengajar di kelas EFL dalam meningkatkan keterampilan menulis peserta didik ketika diimplementasikan dalam lingkungan belajar mengajar yang tepat dan sesuai. Terakhir, artikel ini memberikan saran bagi guru, siswa, dan peneliti selanjutnya tentang pentingnya menerapkan teknik dikte dalam meningkatkan kemampuan menulis pembelajar EFL.

Kata kunci: Dikte, Teknik Dikte, Dictogloss, EFL, Menulis

Introduction

Writing is one of the fourth skills that need to be mastered by English foreign learners. Its importance causes teachers to master the ability in choosing suitable techniques whichcan help the teaching and learning process go well. Teaching strategy, technique, and method have to overcome or diminish some challenges that possibly happen during the class. One of the techniques is dtictation technique. Thus,many kinds of dictation technique atechniquesly utilized for teaching writing. Some previous studies have investigated dictation technique

implementation in teaching writing class. Therefore knowing the importance of dictation technique in teaching writing is the aim of this library research, which require certain aspects and criteria as its method.

Dictation technique means technique that requires teachers' aloud reading certain information from sources, students' writing sentences from what their teachers have saidin a certain period, and it also involves checking writing accuracy activity (Brown,et al, 2015). Besides, dictation techniques are divided into different kinds. Runningdictation is the kind of dictation that organizes students to work in a group (Zakiyah, et al, 2017). Dictation composition is the kind of dictation techniquethat asks students to write some passage or text that they have heard (Riley, 2009). Dictogloss requires four steps in its implementation which include preparation, dictation, reconstruction and analysis and correction (Manda, 2003). Those are the kinds of dictation techniques that are applicable in writing class.

Writing is one of the difficult skills in learning a language. It is the most difficultskill to be mastered (Nunan, 1999). This skill involves a process in practicing before it can be mastered by EFL students (Brown, 2001). Therefore, the need for suitable writingteaching techniques is important. Challenges in teaching writing can be overcome by dictation techniques. It can support student's ability in understanding sound-spelling, grammar, and discourse features (Brown, et al, 2015). Thus, the difficulties in teaching writing can be solved by implementing dictation techniques.

Lots of previous studies proved that the dictation technique is an effective teaching writing strategy that is worth implementing. It enables students to improve their writing skills (Sucharitrak, 2021; Range, et al, 2019; Rosalinah,et al, 2018). The running dictation technique supports students' improvement in writing skill (Nurdianingsih, et al, 2018; Zakiyah, et al, 2017; Hidayati, et al, 2020; Silalahi, et al, 2021). Dicto-comp enhance student's writing skill (Mulyani, et al, 2019; Singh, et al, 2020; Wibradnyana, 2018; Amiati, 2019). Dictogloss can advance students' writing ability as well (Arif, 2013; Mazri, 2017; Pertiwi, et al, 2018; Ahmadian, et al, 2015; Abbasian, et al, 2013; Younis, et al, 2016; Kooshfar, et al, 2012; Sugondo, et al, 2021). Therefore researcher has investigated the effectiveness of dictation techniques to improve writing skill.

This research is designed as a systematic review. Then, the data are analyzed by using content analysis. Thus, the method in this research includes article selection criteria and identification stage. The selection criteria include a number of specifications which should be contained in the articles. Then, the identification stage contains a process in compiling the articles from their resources, selecting them, and including them into the list of reviewed articles. In short, this systematic review uses analysis content as its method.

Method

Article Selection Criteria

In accordance with the research questions, there are certain article selection criteria which include as follows.
1. Articles that are published between 2012 until 2022
2. Articles that are conducted in Indonesia and abroad.
3. Articles which the data are gained from the participation of EFL students.
4. Articles that are downloaded from open access journals.
5. Articles are searched between 2nd of April 2022 until 3rd of April 2022 (*firstsearch)* and 14th of April 2022 (*second search*).
6. Articles are not designed in the form of literature review or systematic review articles.

7. Articles are conducted in the form of empirical studies

Number of studies and the publication years between 2012 until 2022 are asfollows.

Table 2.

No.	Publication Years	Frequency
1.	2012	1
2.	2013	2
4.	2015	1
5.	2016	2
6.	2017	2
7.	2018	4
8.	2019	3
9.	2020	2
10.	2021	3

Thus, lots of research about dictation technique were published in 2018.

Analysis of the Studies

This systematic review used a qualitative method. Therefore, its analysis includes some steps according to Francis & Baldesari (2006). Firstly, researchersshould create research questions and formulate them precisely. Secondly, researchers should search previous studies to conduct literature review. Thirdly, the literature review should undergo screening and selection steps. Therefore, researchers should create article selection criteria beforehand in order to identify appropriate articles. Fourthly, the criteria selections that have been made should be able to control the quality of the articles. Lastly, researchers have to present their final presentation in the form of finding. Moreover, this study uses a meta- aggregation method, since researchers conduct literature review by compiling previous studies and summarizing it in order to obtain appropriate answers for theresearch question. Furthermore, this study analyzed the data by using content analysis.Therefore, some points from the content of the articles were analyzed. Those included the keywords, settings, sample sizes and participants, data sets, researchdesign, countries where the studies were conducted, kinds of dictation technique, duration of the studies, the use of dictation technique in language learning, and drawback and challenge of dictation technique when implementing it. Thus, the article's content was analyzed and compiled as the data. Then, those will be discussed more in the finding and discussion part.

Result and Discussion

This research reviewed twenty articles that investigated dictation technique implementation to improve EFL learners' writing skill. The findings ofthis study include some points which were obtained from analyzing the articles' content. Those include keywords, setting, sample sizes and participant, data sets,research design, countries where the studies were conducted, kinds of dictation technique, duration of the studies, the use of dictation technique in language learning, and the drawback and challenge of dictation technique when it was applied in teaching and learning environment. Furthermore, the finding anddiscussion content was in line with the research question's answer and the aim ofthe study.

The Content of Reviewed Article which Showed the Distinction of EmpiricalStudies
Table 3.

No.	Keywords	Frequency
1.	Dictogloss/The Dictogloss Technique	7
2.	Writing Skill	6
3.	Descriptive Text	4
4.	Dictocomp/Dictation Composition	4
5.	Writing	4
6.	Running Dictation/Running Dictation Method	4
7.	Instructional Practices	2
8.	Jordan	2
9.	Writing Ability	2
10.	Writing Performance	2
11.	Ability	1
12.	Assessing	1
13.	Collaborative Writing	1
14.	Cooperative Learning	1
15.	Dictation Method	1
16.	Dictation Technique	1
17.	Dictation Thorough	1
18.	Effective	1
19.	EFL Learners	1
20.	EFL	1
21.	English Language	1
22.	Errors	1
23.	Lexical Errors	1
24.	Motivation	1
25.	Process Writing	1
26.	Punctuation Marks	1
27.	Risk-taking	1
28.	Recount Text	1

29.	Self-efficacy	1
30.	Short Functional Text	1
31.	Spelling	1
32.	Teaching Writing	1
33.	Technique	1
34.	Text Structure	1
35.	Vocabulary	1
36.	Writing a Paragraph	1
37.	Writing Component	1
38.	Writing of Recounts	1

Keywords from each article were analyzed in order to know the main focus of the articles. According to Hattem and Lomicka (2016) keywords on articles represented the research area focus. Thus, words that were mostly included in the keywords consisted of ten words. Then, the other twenty-eight words only appeared once on the articles. Moreover, the number of words that appeared on the key words include dictogloss/the dictogloss technique (N= 7), writing skill (N= 6), descriptive text (N= 6), dictocomp/dictation composition (N= 4), writing (N= 4), running dictation/running dictation method (N= 4), instructional practices (N= 2), Jordan (N= 2), writing ability (N= 2), writing performance (N= 2). Therefore, one of the dictation techniques types that was most likely used was the dictogloss method. Dictation techniques were usually implemented in class in order to enhance students' ability in writing descriptive text. The second kind of dictation technique that was commonly used was the running dictation technique. Thus, dictation techniques in general and dictation composition were used by the EFL teaching and learning environment not as often as dictogloss and running dictation methods.

The table showed that dictation techniques were used most of the time at higher educational levels (N= 9). Meanwhile, the frequencies showed that the difference between the utilization of dictation techniques across educational levels was not highly distinctive, except its implementation in elementary school level (N= 1). Then, the differences between the number of articles that investigated the implementation of dictation techniques in high school (N= 6) and junior high school (N= 5) was not significantly different. The finding showed that dictation techniques were applied in language learning specifically at a higher education level.

The table showed that articles from Batanieh & Younis (2016) (N= 120) and Younis & Batanieh (N= 96) (2016) were articles that had greatest number of participants. Then, seven articles used 31-60 participants as the sample, five articles used 1-30 sample, three articles used 61-90 sample, and three articles did not mention the number of the participants that they used as their sample. Furthermore, some of the studies mentioned their sampling techniques and some were not. Firstly, Zakiyah & Husniah (2017) used population sampling as their sampling technique. Secondly, Silalalhi & Pratiwi (2021) and Singh & Aziz (2020) utilized purposive sampling. Thirdly, Arif (2013) and Mazri (2017) applied random sampling technique. Fourthly, Pertiwi et al. (2018) utilized cluster random sampling. Fifthly, Ahmadian et al. (2015) stated that their sample were heterogenous.

Sixthly, Abbasian & Mohammadi (2013) said that their research's sample were homogenous. Seventhly, Younis & Batanieh (2016) mentioned that their participants were selected by volunteer sampling. Most of the studies participants were divided into control group and experimental group. Thus, the articles which samples were split into two group were articles from Nurdianingsih & Rahmawati (2018), Zakiyah & Husniah (2017), Hidayati et al. (2020), SIlalalhi & Pratiwi (2021), Arif (2013), Bataineh & Younis (2016), Pertiwi et al. (2018), Ahmadian et al. (2015), Abbasian & Mohammadi (2013), and Younis & Batanieh (2016). Then, two articles divided their participants into two groups (Kooshfar et al. 2012; Mazri, 2017). All in all, those were about the sample size and participants in EFL classroom which used dictation technique as its teaching method.

The table showed that most of the articles obtained their data from conducting post-test and pre-test (N= 13). Some articles got their data from providing their samples with certain writing tests (N= 9). Six articles used observation to gather their data. Furthermore, four articles used questionnaires as their instrument. Two articles also supported their data by doing literature review. One article utilized interviews as its instrument, and the other article benefice learning logs to compile their data. A number of articles used some measurement to identify their data's reliability, validity, and relationship between the variables. Therefore, Nurdianingsih & Rahmawati (2018), Zakiyah & Husniah (2017), Hidayati et al. (2020) (Independet sample t-test), Silalalhi & Pratiwi (2021), Ahmadian et al (2015), Abbasian & Mohammadi (independent t-test) (2013), Kooshfar et al. (2012), employ t-test. Moreover, Pertiwi et al. (2018) benefice ANNOVA statistical models to measure their research data. Ahmadian et al. (2015) and Younis & Batanieh (2016) utilized Cornbach's alpha formula to calculate their data. Abbasian & Mohammadi (2013) make the use of ANCOVA to know the effect of their research's variables. To conclude, the data set from the articles were quite similar.

The table showed twelve out of twenty articles used quantitative research as its research design. Furthermore, four articles were conducted under qualitative research, and the other four articles in a mix-method (quantitative and qualitative). Most of the articles about the effectiveness of dictation techniques in enhancing students' writing skill were conducted in quantitative research. Both qualitative and mix-method research design were equally used by the rest of the articles. In brief, lots of articles that investigated the effectiveness of dictation techniques in enhancing students' writing ability were conducted quantitatively.

The table showed that most of the studies were conducted in Indonesia. Thus, most Indonesian EFL classes utilized dictation techniques in order to improve their students' writing ability. Eleven studies were undergone in an Indonesian EFL classroom. Three studies were conducted in Iran. Two other researches were done in Jordan. The other four articles were conducted by the researcher in Algeria, Thailand, Timor Leste, and an unspecified country. Therefore, dictation technique implementations that were applied in EFL classrooms were mostly done in Indonesia.

The table showed that the most used dictation techniques' type was dictogloss since nine out of twenty articles used it as their theme. Four articles that investigated the use of running dictation techniques. Four articles observed the use of dictation composition technique. Three researches were conducted to investigate the effectiveness of dictation techniques in general. In summary, the most used dictation technique is dictogloss.

Duration

Only four out of twenty articles that included the duration of its treatment on their methods. Sucharitrak's (2021) research was conducted in eight-weeks. Pertiwi, et al, (2018) stated that their research was conducted in eight meetings. Ahmadian, et al, (2015)

implemented a dictogloss technique thirteen times which every treatment required a thirty minutes session. Lastly, Kooshfar, et al, (2012) conducted theirresearch in four consecutive weeks.

The use of dictation techniques was mainly improving students' writing skill. However, other aspects in the process of teaching and learning that involved students' activities were also enhanced when dictation techniques were implemented in the class. Student's communicative skill, creativity, and memorizing skills were increased (Nurdianingsih & Rahmawati, 2018). Ability in general language skill specifically in English were enhanced (Sucharitrak, 2021; Silalahi& Pratiwi, 2021). Then, their vocabulary retention could grow within the help of dictation technique implementation in class (Sucharitrak, 2021). It could also create a better class environment (Silalahi & Pratiwi, 2021). It enhanced student's ability in grammar (Abbasian & Mohammadi, 2013; Mulyani, et al, 2019). It helped students in constructing innovative thoughts (Singh & Aziz, 2020). Students' motivation in risk-taking was improved due to the implementation of dictogloss (Arif, 2013). Their lexical errors were decreased when dictogloss was implemented in their class (Mazri, 2017). Dictogloss enabled speaking, reading, and listening skill to increase (Mazri, 2017). It supported students when they worked in groups (Batanieh & Younis, 2016). Abbasian and Mohammadi (2013) found that dictoglos advanced students' writing motivation, spelling (Zakiyah & Rohmy,2017) and punctuation, and their ability in organizing their knowledge as well as ideas. Besides, dictogloss supported student's ability in improving their conjunction use (Kooshfar, et al, 2012). Students could enhance their ability in structuring descriptive text when their class was supported by the implementation of running dictation technique (Hidayati, et al, 2020). It improved students' ability in creating short functional text (Zakiyah & Rohmy, 2017). Additionally, dictation composition techniques had the ability to improve student's skill in creating recount text (Gede, 2018; Sing & Aziz, 2020), descriptive text (Amiati, 2019). Concerning student's awareness in applying correct punctuation marks, dictation techniques improved their ability in using precise punctuation marks (Rangel, et al, 2019). Then, specific aspects in writing which was student's self-efficacy could also be improved when dictogloss technique was implemented. Those proved that dictation techniques could support other aspects in language learning besides writing skills.

Drawbacks of Dictation Technique and Challenge when Implementing It

A number of drawbacks of dictation techniques were found. For example, students' vocabulary lacking could become obstacles when their class uses dictation methods. Specifically, when the class utilized the use of short stories that were supported by the implementationof dictation technique (Rosalinah, et al, 2018). Then, the implementation of dictogloss brought no impact to students' vocabulary acquisition and their understanding in grammar (Abbasian & Mohammadi, 2013). It was proven to be more effective than dictation composition since it required students'activities to work more enjoyably in groups (Arif, 2013). Therefore, dictation techniques could aid the teaching and learning process in EFL class specifically in improving students' writing skill when it is implemented in a suitable environment.

Conclusion

In accordance with the research question, the aim of this study is to know the effectiveness of dictation technique implementation in EFL classroom in order to enhance students' writing skill. Then, the compiled articles showed the effectiveness of dictation techniques. Moreover, the second purpose of this study is to know the types of dictation techniques that are usually used in EFL classrooms for enhancing students' writing skill. Therefore, the compiled articles find four types of the dictation technique which include

general dictation, dictation composition, dictogloss, and running dictation. Thus, the result from this study hopefully can provide new insight for teachers, students, and researchers about dictation techniques implementation in EFL classrooms in order to improve students' writing ability. On the other hand, the number of literature reviews that investigate the dictation technique in advancing EFL learners' writing skill is hardly founded.

Furthermore, this study analyzed the articles content in terms of the articles' keywords, setting, sample sizes and participants, data sets, research design, countries where the studies were conducted, kinds of dictation technique in language learning, and drawbacks and challenges of dictation technique when implementing it. Dictogloss was the most used dictation technique that was utilized to enhance EFL learners' writing ability. Most of the dictation techniques were implemented at a higher education level. Nearly all the researches involved ninety participants. the studies used pre-test and post-test in setting their data. Twelve of the articles were quantitative research. Lots of Indonesians benefice dictation techniques in order to improve the EFL learners' writing skill. Only a few articles included the duration of treatment in implementing dictation techniques for improving EFL learners' writing proficiency. There were other aspects besides writing skill that could also be improved within the support from dictation technique implementation. Lastly, some drawbacks were found in the process of implementing dictation techniques in the EFL classroom in order to advance students' skill in writing.

Suggestion, concerning the importance of mastering writing skill for EFL learners at all of the education level, implementing dictation techniques to support the process of improving students' writing ability is crucial. Therefore, teachers, students, and further researchers could consider the following aspects in order to support students' writing ability enhancement by implementing dictation techniques. Teachers should decide the most precise and appropriate kind of dictation technique in their writing class in order to create an enjoyable classroom environment. Students can also try to improve their writing skill not only by attending writing class which uses dictation technique as the teaching method, but students can also apply dictation techniques while they are doing independent learning. Future researchers who feel interested in exploring more about dictation techniques can investigate the implementation of dictation techniques in lower education levels and in online learning environments.

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