

## Research Article

# Improving the Ability of Listening and Writing in Chinese Using Dictation Methods in Learning

Sabinus Iden\* and Albert Surya Wibowo

Sekolah Tinggi Bahasa Harapan Bersama, Kubu Raya, Indonesia

**Abstract.**

The dictation method into learning is one of the ways that Mandarin language educators often use to improve students' listening and writing skills. This research is a classroom action research which aims to improve the ability to hear and write Mandarin using the dictation method. Collecting data in this study using observation, interview and self assessment methods. The technique used to analyze the data that has been collected is a qualitative descriptive technique. With the dictation method, students' listening and writing skills increased significantly.

**Keywords:** Dictation method; Chinese; Mandarin language

Corresponding Author: Sabinus

Iden; email:

indotino2015@gmail.com

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## 1. Introduction

The Language is a system of meaningful and articulate sound symbols that are arbitrary and conventional, which is used as a means of communication by a group of people to produce feelings and thoughts [1]. Therefore, language must be studied properly in order to interact with other people. To learn a language better, we as social beings must master four language skills competencies, namely listening skills, speaking skills, reading skills, writing skills [2].

The four competencies of language skills all have their respective roles and are interrelated. Competence in this study refers to listening and writing skills. Djuarie [3] says writing is a skill that can be nurtured and trained. Ebo [4] similarly stated that everyone can write. So it can be concluded that writing skills can be done by everyone as long as they are willing to foster and train themselves to write. According to Brown [5] listening is an accepting skill that includes several invisible processes of ability but has a meaning that is analyzed in depth from hearing because it is transmitted to the ear, and brain.

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Meanwhile, according to Tarigan [6] listening or listening is an event of listening with full understanding, attention, and appreciation, to get information, including ideas or messages and to understand the meaning of communication conveyed by the speaker from pronunciation through spoken language.

To master the two competencies of language skills above, fixed methods are needed. Djamarah [7] states that a method is a method used to achieve predetermined goals. According to Indah [8] dictation method it can increase students' vocabulary, practice students' cooperation, practice students' concentration and memory, and then make the learning process be more fun, interesting and not boring. Whereas according to Rapp & Caramazza [9] writing to dictation is a multi-stage process that starts from the interpretation of auditory sounds as meaningful words, followed by the retrieval of the orthographic forms from the mental lexicon.

To achieve the desired goals in mastering the competence of listening and writing skills, researchers used the dictation method in learning Mandarin. Researchers want to show that the dictation method into learning can help students improve their listening and speaking skills.

## 2. Research methods

This research is classroom action research. Classroom Action Research (CAR) is a study conducted by teachers (educators) in the classroom or where they teach, which focuses on improving the learning process and praxis [10]. This research uses the method of observation, interviews, self-assessment. The technique used to analyze the data that has been collected is a qualitative descriptive technique. The object of this research is the students of semester 1-afternoon class D class 2020 of the Sekolah Tinggi Bahasa Harapan Bersamawhich is carried out for half a semester as well as the Chinese language lecturers of the joint Sekolah Tinggi Bahasa Harapan Bersama who have used the dictation method into learning. The contents of the dictation are vocabulary, phrases, and sentences.

## 3. Results and Discussion

### 3.1. Observation Results

This observation stage was carried out for half a semester, the researcher directly observed the class which was the research subject. This observation stage was carried

out to determine the level of their Mandarin language skills, especially at the level of listening and writing skills. After observing the students of semester 1 afternoon class D class of 2020 Sekolah Tinggi Bahasa Harapan Bersama, the researchers found that their Mandarin language skills were very diverse. There are students whose four language competencies, namely listening, speaking, reading and writing skills have reached HSK level 5 or 6, besides that there are students whose speaking skills are good but their writing skills are not good, and there are also those whose speaking and writing skills are good but their listening ability not good. Teaching students with diverse Chinese competencies is one of the challenges for educators. Before conducting this research, the researcher had guessed beforehand that the first semester students of the afternoon class D class of 2020 Sekolah Tinggi Bahasa Harapan Bersama, their Mandarin language competencies must be diverse. Therefore, the researcher applied the dictation method to this class, to find out whether this method could improve their listening and writing skills.

After the application of this dictation method, researchers found that students' listening and writing skills improved very quickly. The results of the dictation obtained by students are also very high, on average, they get a score of 80 and above, some even get a score of 100. Also besides, students are also increasingly diligent in repeating learning material, this can be seen from the results of dictation they get.

### 3.2. Student Interview and Self Assessment Results

At the interview stage, the researchers interviewed students randomly. From the results of the interviews, researchers, on average, had learned Mandarin. However, they only learn at school and even then their learning is not optimal, because when they are in school, Mandarin is only a local content subject, learning only once a week, so they cannot study well. Therefore, the vocabulary mastered by semester 1 afternoon class D students of 2020 Sekolah Tinggi Bahasa Harapan Bersamais still very little, so their Mandarin speaking skills, especially their listening and writing skills, are still very low. However, after the application of this dictation method, they said their Mandarin speaking skills, especially their listening and writing skills, improved significantly. They also said that with this method they too could write quickly and accurately. Also besides, they are also very grateful that with the application of this method they can accelerate the addition of their Mandarin vocabulary. The application of this research method to learning received a good response from students. This is with this method those who are lazy to repeat the subject matter and or are lazy to learn inevitably have to repeat

the material that has been studied. And with this method, it is also very challenging for because if they don't learn back automatically their grades will definitely be so that both students whose Mandarin is good or not good have to repeat the subject matter.

### 3.3. Lecturer Interview Results

At this stage of the interview, the researcher interviewed the lecturers of the Sekolah Tinggi Bahasa Harapan Bersama (STBHB) who had applied the dictation method to random learning. STBHB educators on average apply the dictation method into learning, especially in comprehensive Mandarin lessons, listening and speaking, and Han script. They said that in Mandarin, the dictation method of learning is because with dictation students are given challenges and pressure so that they are diligent in repeating the subject matter that has been learned. According to Tang [11], the dictation method is an effective way to review and test a person's vocabulary. In addition, this method can also help students increase enthusiasm and confidence to learn, stimulate learning motivation, reduce or eliminate their difficulties, and take actions to improve their own language skills. The content of the dictation method they apply also varies, however, each of the dictation methods they apply is all beneficial for increasing the competence of students' Chinese language skills. In addition to various dictation methods, STBHB educators also apply the sudden dictation method, namely no prior notification. However, this sudden dictation before the teaching and learning activities in the semester began, the teaching staff had agreed with the students. This method is intended to make students always study diligently every day so that the subject matter provided by educators can be remembered and used by students properly. With the sudden pressure of dictation, students inevitably have to study every day, so that automatically besides being able to accelerate the improvement of students' language competence, this method can also increase students' interest in learning.

The dictation method applied will also vary according to student learning time, for example before and after midterm and/or semester one and second-semester exams, the contents of dictation and the way of dictation also vary. Some do vocabulary dictation accompanied by writing pinyin, with this dictation students can add little by little Chinese vocabulary and can write and recognize than characters. Some use phrase because this dictation it can help students understand and understand the use of new vocabulary that is being learned. Also besides, STBHB educators also use sentence dictation, with this method they can train their listening skills, their memory and train them to be able to write quickly. And the hardest thing for students is the vocabulary dictation or

grammar of Mandarin, then students make sentences, STBHB educators say with this dictation they can find out whether students understand and or can use the vocabulary or grammar that has been learned.

From the results of interviews with STBHB educators, it was known that with the dictation method they applied, their Mandarin competence, especially their ability to hear and write Mandarin, increased rapidly.

## 4. Conclusion

Based on the results and discussion above, it can be concluded that the dictation method can improve their listening and writing skills. Also besides, students are also very happy with the application of this dictation method, because they feel for themselves the results obtained during this method. With this dictation method, it can also boost student interest in learning who are lazy to study to be studious and those who are diligent in studying are even more diligent in studying, this can be seen from the results of dictation obtained by students.

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