

The Effect of Partial Dictation in Improving Students' Writing Skills at the Senior High School Level

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Introduction Background

Ideal Condition

- Students should write accurately
- Writing includes spelling, punctuation, capitalization
- Writing should integrate listening and writing processes

Actual Condition

- Students still make writing errors
- Common errors:
 - cleen → clean
 - studants → students
 - inveronment → environment
- Students understand spoken English better than written production

Research Background

Research Gap

Previous Research

This Research

Theoretical Gap

Mainly employed general language learning theories and skill-based approaches (Tri et al., 2020; Sofia et al., 2023; Riska 2023)

This study integrating SLA Theory, Information Processing Theory, and Error Analysis Theory.

Population Gap

Research on dominant listening exercises and the majority at the junior high school level (Kurniawan, 2019; Yusnita et al., 2021).

Focus on high school seniors to fill the population gap.

Empirical Gap / Evaluation Gap

Previous studies measured listening or general writing without accuracy (Kurniawan, 2019) . Reviews did not include direct experiments (Yusnita et al., 2021).

Testing Partial Dictation with pre-test–post-test for three accuracy components.

Research Objective & Research Question

RESEARCH OBJECTIVE

- To investigate the effect of Partial Dictation on students' writing accuracy.
- To examine students' perceptions toward PD activities.

RESEARCH QUESTION

- Does PD significantly improve writing accuracy?
- How do students perceive PD activities?

VARIABLES

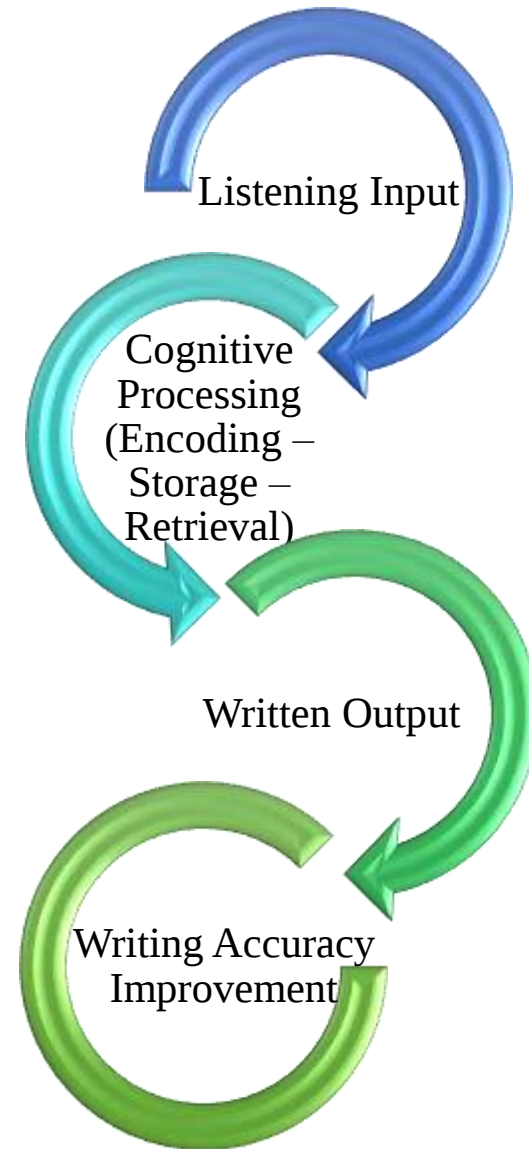
- **Independent Variable**
- Partial Dictation Technique
- **Dependent Variable**
- Students' Writing Accuracy

NOVELTY

- Focus on writing mechanics
- Integrated listening-writing activity
- Conducted in Indonesian EFL Senior High School context

THEORETICAL FRAMEWORK

- Anderson's Information Processing Theory (John R. Anderson 1983)
- Krashen's Input Hypothesis (Stephen Krashen 1982)
- Swain's Output Hypothesis (Swain's Output Hypothesis 1985)
- Error Analysis Theory (Error Analysis Theory (1974))



Methodology

Sampling : Purposive Sampling

Focus : Spelling, Punctuation, Capitalization

Data Analysis

Descriptive statistics:

- Mean
- Standard deviation
- Score improvement

Normality Test

- Kolmogorov-Smirnov
- Shapiro-Wilk

Post-test data NOT normally distributed
(Shapiro-Wilk $p = 0.000 < 0.05$)

→ Wilcoxon Signed-Rank Test was selected

Effect Size

$$r = \frac{Z}{\sqrt{N}}$$

$\alpha = 0.05$

Design : Quantitative Experimental

Participants : 36 tenth-grade Students

Instrument

Writing Accuracy Test (Pre-test & Post-test)

10 incomplete sentences in descriptive text

Students listened to audio recordings and completed missing sentences

Maximum score = 40

Scoring Aspects

- Spelling accuracy
- Punctuation accuracy
- Capitalization accuracy
- Complete sentence

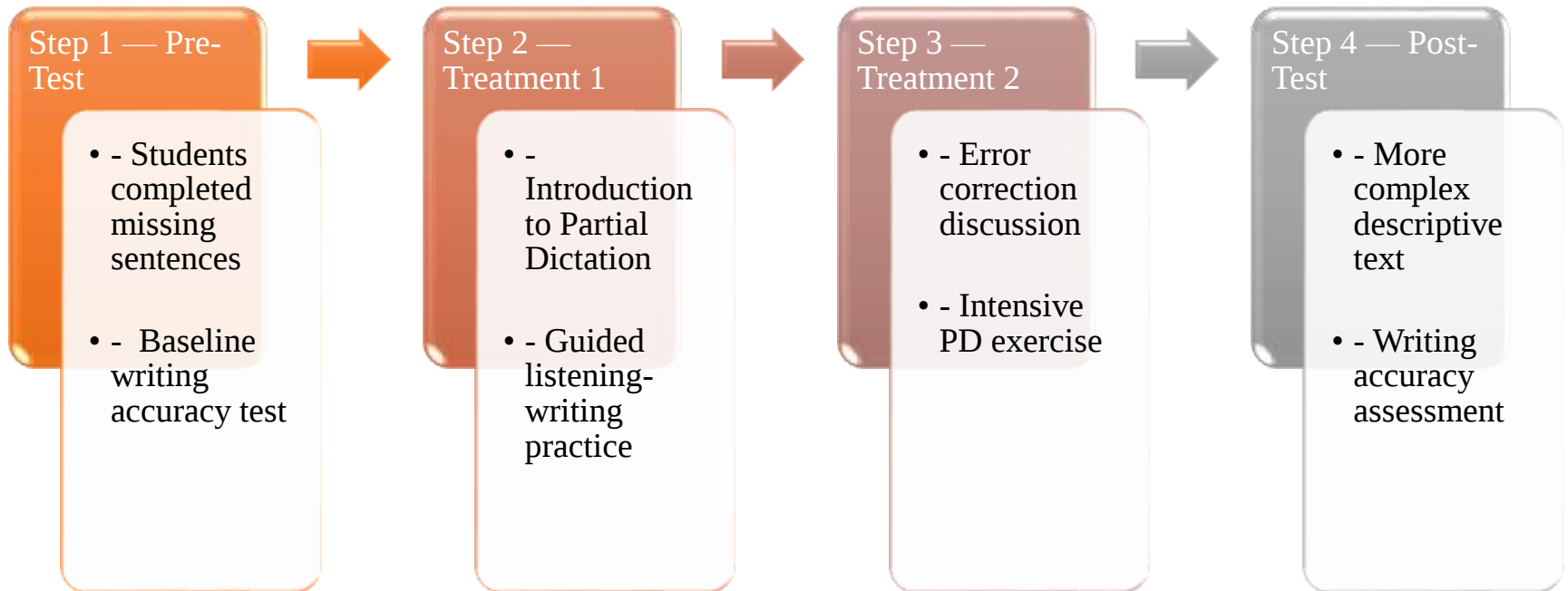
Interview

Semi-structured interview

6 students:

- 2 high-achieving
- 2 middle-achieving
- 2 low-achieving students

Research Procedure



Findings: Descriptive Statistics

Test	N	Min	Max	Mean	SD
Pre-Test	36	5	85	40.64	21.649
Post-Test	36	40	100	78.53	22.305

Pre-test Mean

40.64

Category: Poor

Post-test Mean

78.53

Category: Good

Improvement

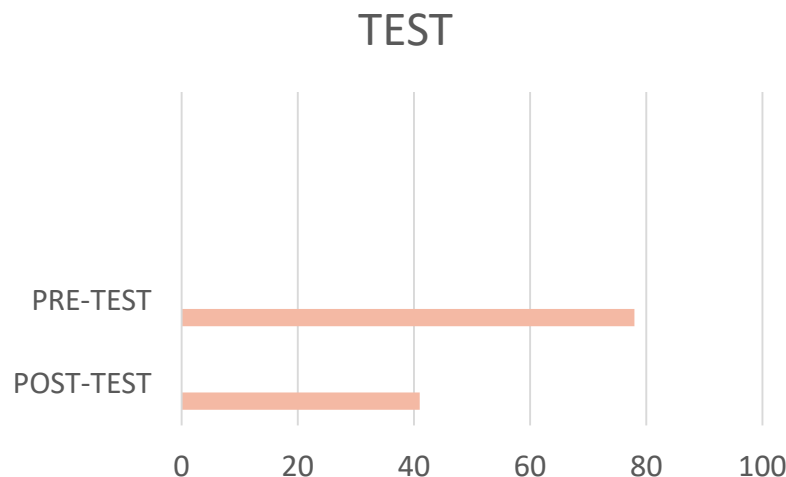
+37.89

Points gained after
treatment

Effect Size (R)

0.87

Large Practical Effect



- All students showed improvement after treatment
- Writing accuracy improved significantly after PD activities

Results: Normality Test & Hypothesis Testing

Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,076	36	,200	,978	36	,671
Post-test	,216	36	,000	,797	36	,000

Post-test data were not normally distributed ($p = 0.000 < 0.05$) → Wilcoxon Signed-Rank Test was selected.

Wilcoxon Signed Ranks Test

Ranks				
		N	Mean Rank	Sum of Ranks
Post_test – Pre_test	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	36 ^b	18,50	666,00
	Ties	0 ^c		
	Total	36		
a. post_test < pre_test				
a. post_test > pre_test				
a. post_test = pre_test				

Decision:

$p = 0.000 < \alpha = 0.05$

→ H₀ REJECTED

→ H₁ ACCEPTED

- All students showed improvement after the Partial Dictation treatment.

- A statistically significant difference existed between pre-test and post-test writing accuracy scores.

Results: Effect Size Analysis

Formula:

$$r = \frac{Z}{\sqrt{N}}$$

Calculation:

$$r = \frac{5.235}{\sqrt{36}} \approx 0.87$$

Effect Size Interpretation Scale:				
0.0	0.1	0.3	0.5	0.87
Negligible	Small	Medium	Large	★ THIS STUDY

Interpretation Table

Effect Size (r)	Interpretation
$r < 0.1$	Negligible
$0.1 \leq r < 0.3$	Small
$0.3 \leq r < 0.5$	Medium
$r \geq 0.5$	Large

$r = 0.87 \rightarrow \text{Large Effect } (r > 0.5)$

This Study $\rightarrow r = 0.87 \rightarrow \text{LARGE EFFECT}$

Qualitative Findings & Discussion

Students' Perceptions

- ✓ More aware of punctuation and capitalization
- ✓ Better listening concentration
- ✓ More careful in writing
- ✓ Increased vocabulary and confidence

Short Quotes

- “I became more careful when writing.”
- “Listening and writing helped me understand words better.”

Discussion

- PD integrates listening and writing processes.
- Students processed auditory input before producing written output.
- Findings support Anderson, Krashen, and Swain theories.

Conclusion & Recommendation

Conclusion

- PD significantly improved writing accuracy.
- Students showed positive perceptions toward PD activities.
- PD improved spelling, punctuation, and capitalization awareness.
- Effect size ($r = 0.87$) indicates a large practical effect.

Recommendation

For Teachers

- Use PD activities to integrate listening and writing practice.

For Future Researchers

- Use larger samples and longer treatment duration.

THANK YOU

