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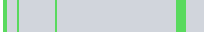
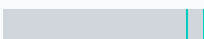
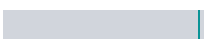
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The Effect of Partial Dictation in Improving Students' Writing Accuracy at the Senior High School Level [Pengaruh Penggunaan Diktat Parsial dalam Meningkatkan Ketepatan Menulis Siswa pada Tingkat Sekolah Menengah Atas]

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Abstract. The goal of this study is to examine whether Partial Dictation (PD) can help Senior High School students write more accurately. Many Indonesian students find writing challenging, particularly when it comes to spelling, punctuation, and capitalization. By involving both the writing and listening processes, Partial Dictation (PD) is said to promote accuracy. Quantitative, experimental pre-test and post-test instruments were used in the design of this investigation. Purposive sampling was used to choose the participants, who were students in the tenth grade. Students completed incomplete dictation exercise during the session by adding the missing words from audio readings. They were evaluated in their writing punctuation, spelling, and capitalization. The study's goal is to determine whether using Partial Dictation (PD) improves students' writing abilities in a way that is statistically significant. The findings were expected to provide pedagogical implications for English teachers in implementing integrated.

Keywords – Partial Dictation, Writing Skills, Accuracy, Senior High School, ESL.

Abstrak. Tujuan penelitian ini adalah untuk menguji apakah Dikte Parsial (DP) dapat membantu siswa sekolah menengah atas menulis dengan lebih akurat. Banyak siswa di Indonesia, merasa kesulitan dalam menulis, terutama terkait dengan ejaan, tanda baca, dan penggunaan huruf kapital. Dengan melibatkan proses menulis dan mendengarkan, Dikte Parsial (DP) diklaim dapat meningkatkan akurasi. Instrumen kuantitatif eksperimental berupa pre- test dan post-test digunakan dalam desain penelitian ini. Sampling purposif digunakan untuk memilih peserta, yang merupakan siswa kelas X. Siswa menyelesaikan latihan dikte tidak lengkap selama sesi dengan menambahkan kata-kata yang hilang dari bacaan melalui audio. Mereka dievaluasi dalam hal tanda baca, ejaan, dan penggunaan huruf kapital dalam tulisan mereka. Tujuan penelitian ini adalah untuk menentukan apakah penggunaan Partial Dictation (PD) meningkatkan kemampuan menulis siswa secara signifikan secara statistik. Temuan ini diharapkan memberikan implikasi pedagogis bagi guru bahasa Inggris dalam menerapkan pembelajaran terintegrasi.

Kata Kunci – Diktat Parsial, Keterampilan Menulis, Ketepatan, Sekolah Menengah Atas, ESL.

I. INTRODUCTION

One of the most difficult aspects of teaching may be teaching English. According to Hammer [1], maintaining a balance between accuracy and fluency as well as the varied language origins of students is one of the biggest difficulties in teaching English. Teachers should focus on their students' knowledge of several forms of Chinese, particularly written form, in addition to their communicative skills. Writing is one of the hardest abilities to teach, according to Brown [2]. It involves a variety of linguistic elements, including syntax, vocabulary, spelling, punctuation, and capitalization. Writing entails both control of capitalization and the expression of cohesive thoughts. The ability to express an idea in a coherent sentence that follows spelling, capitalization, and grammar rules is a certain indicator of language proficiency. Learning English in Indonesia's EFL context is still influenced by a variety of internal and external factors that affect a student's language proficiency. Yusuf, Astutik, and Megawati [30] explained that the English learning process in Indonesian schools is often affected by limited learning environment, students' motivation, and classroom condition, which may influence students' language development, including writing performance.

Writing reminds one of the most difficult skills for Indonesian EFL students to master compared to listening and speaking. Studies have shown that learners often experience difficulties in expressing ideas in written form because writing requires accurate control of linguistic features such as spelling, punctuation, capitalization, grammar, and sentence organization [16]. Many students are able to express their thoughts fluently in spoken English; however, when transferring those ideas into written texts, they frequently produce numerous errors in spelling, sentence structure, and capitalization. Rahma et al. [27] also stated that writing difficulties among Indonesian learners are commonly related to grammar, vocabulary, and sentence organization, which affect text coherence. The students at a Senior High School in Sidoarjo were confident in their speech expression, according to the researcher's initial findings. This finding prompted the researcher to concentrate on the accuracy of the students' writing. Notable

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misspellings included cleen instead of clean, studants instead of students, and inveronment instead of environment. These findings indicate that although students demonstrate adequate listening comprehension and oral speaking ability, these strengths are not equally reflected in their writing proficiency. As a result, we also need a teaching strategy that can simultaneously enhance students' writing accuracy and listening comprehension. Several previous studies have explored the effectiveness of dictation technique in English language learning. Davis and Rinvolucris [5] define dictation as a teaching activity in which learners listen to spoken language and transcribe it as accurately as possible. Dictation has evolved from a traditional assessment activity into an integrative language learning strategy that combines listening and writing processes. Wenyu Guan [4] found that dictation exercises strengthen learners' cognitive processing between listening and spelling accuracy among Japanese college students. Similarly, Nick L.S [6] reported that dictation activities significantly improve listening and spelling accuracy among Japanese college students. Kuriawan [7] demonstrated that split dictation improved students' listening comprehension. According to Nursafitri [8], the dictation exercise helped students improve their spelling and punctuation. Furthermore, using a systematic review, Kamal and Basith [9] discovered that including dictation aids and writing supports into the classroom enhances writing correctness and fluency. Other studies also highlighted the positive contribution of dictation-based activities to writing development. Asilo [10] reported that task-based dictation improved phonological processing and short-term memory among learners with dyslexia. Elizabeth and Paulus [21] explained that Running Dictation integrated listening, speaking, reading, and writing skills in an active and collaborative learning environment. In addition, Siregar et al. [22], Fatemeh [23], and Samsul [24] found that dictation techniques improved students' writing achievement, writing complexity, and writing accuracy. Rizky et al. [25] and Ainun et al. [26] also revealed that Running Dictation significantly improved students' descriptive writing achievement. Supporting the importance of learning learning methods, Astuti, Setiawan, and Anam [31] emphasized that meaningful and engaging English learning experiences play an important role in strengthening learners' motivation and language development in EFL classroom. Moreover, Libo et al. [28] emphasized that affective factors such as motivation and anxiety influence students' writing performance and interactive techniques such as dictation can increase engagement and reduce anxiety. Supporting this view, Barton et al. [29] concluded that dictation-based strategies, especially Running Dictation and Partial Dictation (PD) are effective approaches for improving students' writing difficulties in EFL classrooms. In addition, Astuti [32] highlighted that the implementation of effective learning methods can significantly improve students' English proficiency and classroom participation, indicating that appropriate instructional strategies contribute positively to language learning outcomes.

Numerous studies on PD and its impact on students' writing skills, including listening comprehension and overall writing growth, have been conducted. However, only a few of them looked at professional development to increase writing correctness in Indonesian Senior High Schools, whereas the majority concentrated on the competence that is tested during listening comprehension. Even fewer discussed how to incorporate capitalization, punctuation, and spelling into writing and listening assignments. The current study may be supported for these reasons. According to Anderson's Information Processing Theory [3], learning involves the processes of encoding, storage, and retrieval. In dictation activities, students process auditory input, store information in memory, and retrieve it during writing production. Furthermore, Krashen's Input Hypothesis [11] and Swain's Output Hypothesis [13] explain that language acquisition occurs through comprehensible input and meaningful output. Dictation activities represent a combination of these processes because students receive spoken input through listening and produce written output through writing. Meanwhile, Error Analysis Theory proposed by Corder and Selinker [12] provides insight into students' language development by identifying and categorizing the errors they produce in spelling, grammar, and sentence construction. These theories support the implementation of PD as a technique that integrates listening comprehension and writing accuracy.

This study is important both theoretically and practically. Theoretically, this research contributes to the development of studies on dictation-based learning strategies in EFL writing instruction, particularly regarding PD and writing accuracy. Practically, the findings are expected to provide English teachers with an alternative interactive strategy to improve students' writing accuracy in spelling, punctuation, and capitalization. In the local context, this study is also expected to help Senior High School students in Indonesia improve their written English proficiency through engaging and integrative classroom activities. Therefore, the purpose of this study is to investigate whether PD can effectively improve students' writing accuracy through a comparison of pre-test and post-test results. Based on this purpose, the research question of this study is :

Does the use of partial dictation significantly improve student' writing accuracy at the Senior High School Level?
How do students' perceive the use of partial dictation activities in improving their writing accuracy?

II. METHOD

A. Research Design

To address the research question, this research adopted a quantitative experimental design which consists of pre-test and post-test to identify the effect of PD on students' writing performance. This was due to the fact that such a design was suggested as the most appropriate for examining causal relationship between variables and treatments [14]. In this study, the students were given a pre-test to assess their initial writing accuracy before receiving the





treatment through PD activities. After the treatment sessions were completed, a post-test was administered to measure any improvement in students' writing accuracy, particularly in spelling, punctuation, and sentence structure.

B. Research Setting and Participants

36 tenth-grade students from a Senior High School in Sidoarjo, East Jawa, Indonesia, who were around 15-16 years old, participated in this study. The participants were selected through purposive sampling, as the class demonstrates observable difficulties in writing accuracy, particularly in spelling, punctuation, and sentences structure, based on preliminary classroom observations. In addition, tenth-grade students are considered appropriate participants because they are at a transitional stage of English learning, where they begin producing more complex descriptive texts. Therefore, this group is selected to examine the effectiveness of Partial Dictation (PD) in improving writing accuracy. Students in tenth grade were chosen because they have progressed from Junior High School's basic sentence formation to a transitional level of English study. At this point, writing accuracy especially with regard to spelling and punctuation often becomes quite difficult. Therefore, PD is considered appropriate as it utilizes students existing listening ability to support and improve their writing accuracy.

C. Data Collection Technique and Instrument

The first data collection technique used in this study was a writing test administered in two stage : pre-test and post-test. Each tests consisted of 10 missing sentences embedded in a descriptive text. Students listen to an audio recording and complete the missing sentences based on what they hear.

The test was designed based in the descriptive text material taught in class. The assessment focuses specifically on writing accuracy in terms of mechanical aspects, including spelling, punctuation, and capitalization, as well as the completeness of the sentence. The students' writing test was assessed using an analytic scoring rubric consisting of four aspects : spelling accuracy, punctuation accuracy, capitalization accuracy, and complete sentence. Each aspect was scored one point, resulting in a maximum score of four points for each item and a total maximum score of 40 for all 10 items.

Figure 1 Student Performance Rubric

Pre-Test Stage (Diagnostic Phase)

A pre-test was administered to assess students' writing accuracy at the beginning of the learning process. Students listened once to an audio recording of a descriptive text about herbivorous animals, then fill in the blanks in 10 sentences on a worksheet. The pre-test text consists of three paragraphs describing the physical characteristics and basic behaviors of the animals. The results of this test were recorded as baseline data.

Treatment Phase (Partial Dictation)

The treatment has consisted of two Partial Dictation sessions conducted between the pre-test and post-test to improve students' writing accuracy based on Anderson's Information Processing Theory (1983), which emphasizes encoding, storage, and retrieval processes in learning. In the first session, the researcher introduced the concept and procedures of PD through guided practice using descriptive texts, where students listened to audio recordings and completed omitted words or sentences while focusing on spelling, punctuation, and capitalization. The most common errors were introduced in the second part of the class using data from the pre-test, and they received a remedial lecture about them along with some extremely intense professional development exercises regarding proper usage and forms of writing norms. Through their active participation in the PD activities, the aural input improved their understanding of the written forms and enabled them to reflectively pick up new writing conventions. Their writing ability consequently improved, particularly in the areas of spelling, punctuation, and capitalization, this demonstrates the value of adopting professional development in EFL classrooms to improve students' writing correctness.

Diagram Conceptual Framework of Partial Dictation Treatment

Post-Test Phase (Assessment Phase)

After completing the intervention, students take a post-intervention test to measure improvements in writing

accuracy. This test involved a more complex descriptive text on the same topic—herbivorous animals—consisting of three paragraphs with 10 blank sentences. The audio recording was played three times, and students filled in the blanks based on the information they hear. This post-intervention test aims to assess students' memory, accuracy, and progress in spelling, grammar, and punctuation following the PD activities.

Then, to answer RQ 2, the researchers conducted unstructured interviews to explore students' perceptions and experiences after participating in Partial Dictation (PD) activities in English learning, particularly in improving writing accuracy. The interviews were conducted using open-ended and flexible questions to allow students to express their opinions, feelings, and learning experiences more naturally regarding the implementation of PD during the treatment sessions.

The interview participants consisted of six tenth-grade students selected from the same class involved in the experimental treatment. The participants were chosen purposively based on their post-test achievement levels to obtain more representative and varied perspectives regarding the implementation of PD. The selected participants included two high-achieving students, two middle-achieving students, and two low-achieving students. This categorization was intended to identify possible differences in students' perceptions and learning experiences across different achievement levels after participating in the PD activities. The interview questions were aimed to explore students' perceptions on their writing ability before and after the treatment, aspects of PD activities they found most helpful, difficulties during the treatment process, perceived improvements in writing accuracy, and general opinions on the implementation of PD in English learning. These interviews were conducted by the researchers to get more qualitative data on students' awareness, responses, and reflective learning experiences following the treatment sessions. To maintain research ethics and participants' confidentiality all students' names and personal identities were anonymized using codes S1-S6 throughout the study and interview transcripts.

D. Data Analysis Technique

Descriptive and inferential statistics were used to assess the quantitative data gathered via the questionnaire. In order to demonstrate the efficacy of the treatment and the range of score distribution between the pre- and post-tests, the descriptive analysis of the students' achievement was examined to determine the mean scores and percent increase. Additionally, a paired sample t-test was performed using SPSS version 26 to ascertain whether the average scores of the students before and after the test differed in a way that was statistically significant. The influence of treatment PD method on the students' writing abilities was assessed using the significance of the mean difference between pre- and post-tests. Accordingly, the following null hypothesis was investigated, as recommended by Ary et al., [15], [16]. Then, to analyse the interview data for RQ2, the researchers first transcribed all interview recordings into written form. After that, the data were categorized on several recurring themes related to students' perceptions and learning experiences after participating in PD activities. The researchers then interpreted the responses to identify common patterns regarding students' awareness of writing accuracy, including spelling, punctuation, and capitalization. Finally, conclusions were drawn based on overall interview findings to support and strengthen the quantitative results of the study.

III. RESULT AND DISCUSSION

Research Findings

RQ1: Effectiveness of Partial Dictation in Improving Senior High School Students' Writing Accuracy

Based on the data obtained from pre-test and post-test result to answer the first research question, this study indicates a significant improvement in students' writing accuracy following the implementation of the PD technique. An initial analysis was conducted using descriptive statistics to provide an overview of change in students' scores before and after the intervention. The analysis result shows that the students' mean scores on pre-test was 40.64, while on the post-test it increased to 78.53 with a sample size of 36 students.

To clarify the comparison between the pre-test and post-test result, see the following table :

Paired Samples Statistics

Mean N Std. Deviation Std. Error Mean

Pair 1 Pre-test 40,64 36 21,649 3,608

Post-test 78,53 36 22,305 3,718

Table 1 Paired Samples Statistics

This increase of 37.89 points indicates the development of students' writing skills, particularly in the aspects of spelling, punctuation, and capitalization, which were the main focus on this study.

Prior to carrying out the hypothesis test, the data was initially tested for normality to determine the most suitable type of inferential analysis. Since the study sample size was <50 , normality test was performed using Shapiro-Wilk test. The result showed that pre-test data had a significance value of 0.671 ($p > 0.05$) so it can be said to be normally distributed. But the post-test data shows a significant value of 0.000 ($p < 0.05$), meaning the data is not normally distributed.

Test of Normality
Kolmogorov-Smirnov-Shapiro-Wilk
Statistic df Sig, Statistic df Sig.
Pre-test ,076 36 ,200 ,978 36 ,671
Post-test ,216 36 ,000 ,797 36 ,000
Table 2 Test of Normality

The non-normality of the post-test data can be understood because following the intervention, the majority of students experienced a fairly consistent increase in scores, causing the distribution of values to be concentrated in the higher score range. This condition indicates that the normality assumption for the paired-sample t-test is not fully met. Therefore, to test the difference between pre-test and post-test scores more appropriately, this study uses the nonparametric Wilcoxon Signed-Rank Test.

Paired Samples Correlations
N Correlation Sig.
Pair 1 Pre_test & post_test 36 ,589 ,000
Table 3 Paired Samples Correlations

Nevertheless, the results of the paired-sample correlation still provide supporting information regarding the relationship between pre- and post-treatment scores. The correlation coefficient obtained is 0.589 with a significance level of 0.000. This indicates a significant positive relationship between pre-test and post-test scores. In the words, the improvement observed after the treatment is relatively consisted across most students, meaning the changes in scores are not random.

Wilcoxon Signed Ranks Test
Ranks
N Mean Rank Sum of Ranks
Post_test – Pre_test Negative Ranks 0a ,00 ,00
Positive Ranks 36b 18,50 666,00
Ties 0c
Total 36
post_test < pre_test
post_test > pre_test
post_test = pre_test
Table 4 Wilcoxon Signed Ranks Test

Furthermore, the result of the Wilcoxon Signed-Rank Test show that all study participants experienced an increase in scores after the treatment. In the Ranks table, the number of positive ranks was recorded at 36 students, while negative ranks and ties were 0. This means that all students achieved a higher posty-test score compared to their pre-test score. These results reinforce the previous descriptive statistical findings that the improvement in writing ability did not occur only at the class average but was experienced by all study participants. In the Test Statistics table a Z-value of -5.235 was obtained with an Asymp. Sig (2-tailed) of 0.000. Since the significance value is less than 0.05, it can be concluded that there is a significant difference between the result of the pre-test and post-test.

Test Statistic
Post_test _ Pre_test
Z -5,235b
Asymp. Sig. (2-tailed) ,000
Wilcoxon Signed Ranks Test
Based on negative ranks
Table 5 Test Statistic

Thus, the alternative hypothesis (H1) is accepted. This finding indicates that the application of the PD technique has a significant effect on improving students' writing accuracy at the High School level. Substantively, these results align with the research objective, which is to demonstrate that integrating listening and writing activities through partial dictation can improve students' accuracy in spelling, punctuation, and capitalization in writing tasks.

Paired Samples Test
Paired Differences
Mean Std. Deviation Std. Error Mean 95% Confidence Interval of the Difference t df Sig. (2-tailed)
Lower Upper
Pair 1 pre_test – post_test -37,889 19,942 3,324 -44,636 -31,141 -11,399 35 ,000



Table 6 Paired Samples Test

As supporting information, the paired-sample t-test result also show a significance value of 0.000. However, since the normality assumption is not fully met, the hypothesis decision in this study remains based on the results of the Wilcoxon Signed-Ranks Test, which is more appropriate for the characteristics of the research data.

RQ2: Students' Perceptions of partial Dictation Activities in Enhancing Writing Accuracy

Qualitative findings from the interviews indicate that students had positive perceptions toward the use of Partial Dictation (PD) in improving writing accuracy. Most students reported becoming more aware of punctuation, capitalization, and spelling after participating in the activities. Although the forms of improvement varied across achievement levels, all students expressed positive learning experiences during the treatment sessions. This increased awareness can be seen in the following student response:

S1 (High-achieving student) :

"Dulu aku sering ngga terlalu perhatiin tanda baca sama huruf kapital. Tapi pas kegiatan kemarin jadi lebih detail waktu nulis" (Before, I did not really pay attention to punctuation and capitalization. But after the activities, I became more careful when writing.)

Another, students High-achieving student also explained that the activities increased awareness of grammatical forms especially singular and plural usage :

S2 (High-achieving student) :

"Awalnya aku kira tinggal tambah-s saja, ternyata ada yang harus berubah juga bentuknya" (At first, I thought I only needed to add -s, but actually some words also needed for changes)

The student further added:

"Kesulitan lainnya itu masih kurang memahami penggunaan singular sama plural" (The difficulty was still in understanding the use of singular and plural forms)

These responses indicate that PD activities helped students become more aware of language accuracy details during writing activities.

Meanwhile, middle-achieving students highlighted how PD activities helped them connect listening input with writing more effectively. They explained that listening carefully while completing missing sentence made them more focused and helped them recognize spoken words more accurately before transferring them into written form. The integration of listening and writing processes made them more attentive during classroom activities.

S3 (Middle-achieving student) :

"Kalau denger audio terus langsung tulis itu bikin lebih ngerti kata yang dimaksud" (Listening to the audio and directly writing the words helped me understand the intended words more clearly.)

The student also added :

"Saya juga jadi ngerti tentang plural dan singular setelah treatment" (I understood plural and singular forms better after the treatment.)

Another middle-achieving student explained:

S4 (Middle-achieving student)

"Kadang ada kata yang bunyinya mirip, jadi harus fokus banget pas denger" (Sometimes there were words with similar sounds, so I had to focus carefully while listening.)

The student also stated :

"Kalau saya bisa melatih pendengaran sama latihan menulis juga" (In my opinion, the activities trained both listening and writing skills.)

These findings suggest that PD activities not only supported students' writing accuracy but also strengthened their listening concentration and auditory recognition during writing tasks

In contrast, low-achieving students mostly reported increased awareness of common writing mistakes and greater confidence during writing activities. They explained that the corrective discussion conducted after the activities helped them understand their errors more clearly.

S5 (Low-achieving students) :

"Awalnya bingung sama punctuation sama kapital, tapi setelah dibahas lagi jadi lebih paham." (At first, I was confused about punctuation and capitalization, but after discussing them again, I understood them better.)

The student further explained that the corrective discussion conducted after the activities helped clarify common mistakes and improve understanding of writing mechanics. Similarly, another low-achieving student reported:

S6 (Low-achieving students) :

“Menurut saya kegiatan ini bikin saya lebih teliti waktu tulis bahasa Inggris.” (In my opinion, this activity made me more careful when writing in English.)

The student also added :

“Saya juga jadi bisa tambah kosakata setelah belajar kemarin” (I gained more vocabulary after the activities.)

These responses indicate that PD activities contributed not only to writing accuracy but also to vocabulary development and students’ confidence during writing activities. Furthermore, students perceived that the integration between listening and writing processes was one of the most helpful aspects of PD activities. Several students stated that when they understood the listening input more clearly, they could produce more accurate written output. One student explained :

“Iya, tapi writing juga ikut terbantu. Karena kalau listening-nya ngerti, writing-nya juga lebih jadi benar.” (Yes, writing was also improved because when I understood the listening better, my writing became more accurate.) This finding supports the idea that PD facilitates the connection between auditory input and written production, which helps students pay greater attention to spelling, punctuation, and capitalization.

In addition to academic improvement, students also expressed positive emotional responses toward the implementation of PD activities. Some students felt more comfortable, motivated, and less pressured during the learning process.

S4 (Middle-achieving student):

“Cara ngajarnya kaka beda dibanding yang lain. Jadi lebih nyaman dan ngga tegang” (The teaching style was different from others, so the class felt more comfortable and less stressful)

Students also stated that the explanations during the treatment sessions were clear and easy to understand, which helped them participate more actively during classroom activities. Overall, the interview findings indicate that PD activities positively influenced students’ awareness of writing accuracy, particularly punctuation, spelling, and capitalization accuracy. The findings also reveal that PD activities encouraged students to become more careful, focused, and reflective during writing tasks. Furthermore, the integration of listening and writing activities through PD helped students process spoken input more accurately before transferring into written form, which ultimately supported the improvement of their writing accuracy in the EFL classroom.

Discussion

The findings of this study demonstrate that the implementation of Partial Dictation (PD) significantly improved students’ writing accuracy at the Senior High School level. The improvement was reflected in students’ post-test scores. These findings indicate that integrating listening and writing activities through PD can support students in producing more accurate written language. These findings support Anderson’s Information Processing Theory (1983), which explains that learning involves encoding, storing, and retrieving information. During PD activities, students listened to spoken input, processed the information, and reproduced it into written sentences. This process helped students become more careful in recognizing spelling, punctuation, and capitalization. The findings also support Krashen’s Input Hypothesis and Swain Output Hypothesis because students received spoken input, processed the information, and reproduced written output at the same time. Through this process, students became more aware of language accuracy during writing activities.

In addition, the corrective discussion conducted during the second treatment session helped students identify and understand their common mistakes more clearly. This finding is consistent with Corder’s Error Analysis Theory (1974), which states that errors can help learners recognize weaknesses and improve language performance through correction and reflection. The findings on this study are also consistent with previous studies on dictation techniques. Kamal and Basith (2023) found that dictation activities improved students’ writing accuracy, while Guan (2024) reported that dictation strengthened the connection between listening input and writing production. Similarly, Siregar et al. (2024) and Hakim (2024) found that dictation technique positively affected students’ writing performance in EFL classrooms. However, some previous studies reported that dictation activities mainly improve writing mechanics such as spelling and punctuation rather than broader writing aspects like idea, development, and organization. Yu, Boers, and Tremblay (2022) [33] explained that dictation activities tend to focus more on linguistic recall and language accuracy during learning activities. Similarly, Azmoon (2022) [34] argued that dictation-based instruction may not be equally effective for all aspects of writing performance when compared with other instructional approaches. In addition, Hariri et al. (2022) [35] emphasized that writing proficiency also involves idea organization, planning, and text development, which may not be fully addressed through dictation-focused activities. This may happen because dictation activities focus more on language accuracy and transcription processes.

This study contributes to previous research by showing that Partial Dictation (PD) not only improved students' writing scores but also increased students' awareness of punctuation, capitalization, and spelling during writing activities. This findings also indicate that PD can be used as an alternative strategy to support writing accuracy in EFL classrooms. Nevertheless, this study has several limitations. The study involved only one class with a limited number of participants and focused mainly on writing accuracy aspects. In addition, the treatment duration was relatively short. Therefore, future studies are suggested to involves more participants, longer treatment sessions, and broader writing aspects to obtain more comprehensive findings.

IV. CONCLUSION

This study concluded that the implementation of Partial Dictation (PD) significantly improved students' writing accuracy, particularly in spelling, punctuation, and capitalization. The quantitative findings showed improvement in student' post-test results after participating in the treatment sessions, while the qualitative findings revealed that students became more aware of language forms and more careful during writing activities. The integration of listening and writing processes in PD activities helped students recognize spoken input more accurately before transferring it into written form. In addition, the corrective discussion conducted during the treatment sessions supported students in identifying and understanding their common writing errors more clearly. Overall, the findings indicate that Partial Dictation not only contribute to better writing performance but also encouraged students' attention to linguistic accuracy and reflective learning in the EFL classroom.

Recommendation

In order to help students increase accuracy through integrated listening and writing practice, teachers are recommended to incorporate Partial Dictation (PD) into English learning activities. It is recommended that future research evaluate the efficacy of Partial Dictation (PD) in other situations and writing elements using larger samples and longer treatment periods.

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