JEULAMÈ: Journal of Education, Language, Arts, Multicultural, and Expression)
Volume 1, Number 2, 2026 pp. 37-44
P-ISSN: 2355-004X E-ISSN: 2502-6801
Open Access: https://ejournal.bbg.ac.id/jeulame

THE EFFECT OF THE DICTATION METHOD ON IMPROVING STUDENT LEARNING ACTIVENESS IN WRITING INSTRUCTION FOR GRADE 1 STUDENTS AT MI PUI HEGARMANAH

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ARTICLE INFO

Article history:
Received: Jun 6, 2026
Revised: Jun 20, 2026
Accepted: Jul 18, 2026
Available online: Aug 31, 2026

Keywords:
dictation method, learning activeness, early writing, first grade

ABSTRACT

The limited activity and beginning writing skills of Grade 1 students are often caused by the repetitive use of the same teaching methods. At MI PUI Hegarmanah, the main challenge arises from students' transition from kindergarten to elementary school, which requires motor stimulation and greater attention through interactive activities. This study aims to examine whether the use of the dictation (imlak) method has a significant effect on improving student learning activity in Indonesian language lessons, particularly in writing. The study applies a quantitative approach with a Pre-experimental Design in the form of a One-Group Pretest-Posttest Design. The research subjects comprised all Grade 1 students at MI PUI Hegarmanah. The data collection instruments consisted of a student activity observation sheet and a writing test. The data were analyzed using a t-test to assess the difference in means before and after the treatment. The analysis showed that the average score of student learning activeness increased from the "Fair" category to the "Good" or "Very Good" category after the dictation method was applied. The hypothesis test also yielded a significance value (2-tailed) of < 0.05, indicating that the dictation method has a significant positive impact on student participation. Students were more focused, more enthusiastic in responding to speech sounds, and quicker at transcribing speech sounds into written symbols. The modeling method proved effective in improving the learning activity and writing ability of Grade 1 students at MI PUI Hegarmanah. This approach is recommended to be applied with variations so that the early writing learning process becomes more engaging and enjoyable for students.

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INTRODUCTION

Learning activeness is an essential element of education that reflects students' physical, mental, and emotional participation in understanding the learning material. At MI PUI Hegarmanah, according to initial observations, the activity of Grade 1 students in writing activities fluctuates; some students appear less active and have difficulty staying

focused when instructions are delivered in a conventional way. According to (Sardiman, 2011), activeness is a crucial principle in the teaching-learning interaction because, fundamentally, learning is an act of changing behavior. This activeness is important not only for improving learning outcomes but also for training students' courage, critical thinking, and fine motor skills while they are going through a transitional phase in cognitive development. In the structure of the Merdeka Curriculum and the 2013 Curriculum, early writing ability in the lower grades is the foundation of literacy that must be mastered in order to achieve more complex language learning outcomes at later levels.

Writing ability is one of the productive and expressive language skills, requiring the integration of cognitive, linguistic, and motor abilities to convey a message in written form. Writing is not merely copying visual symbols, but a complex communication process of conveying ideas systematically so that they can be understood by the reader. In primary education, this skill is an important foundation for students to master various other fields of knowledge, because writing serves as a means of recording, persuading, and organizing ideas (Abbas, 2006). The significance of mastering writing skills from an early age is also supported by studies published in educational journals, which show that the success of early writing instruction is strongly influenced by the accuracy of the methods teachers apply to spark students' interest and participation.

However, student involvement in writing is often affected by the choice of teaching methods that do not sufficiently stimulate students' senses. To improve classroom dynamics, intervention is needed through the use of appropriate teaching methods, such as visual aids, drill methods, the character-copying method, and the dictation method. Among the available options, the dictation (imlak) method was chosen as the main solution because it can combine listening and writing skills simultaneously. According to (Tarigan, 1986), writing is a productive and expressive language skill that requires a high level of concentration. The dictation method works by having the teacher state a word or sentence, after which students convert the sound into written symbols, thereby encouraging students to listen actively and respond attentively.

A previous study by Harahap et al. (2023), published in an education journal, indicated that the dictation method can improve the writing skills of lower-grade students, moving them from copying text from the board to writing independently. Based on existing pedagogical theory and practice, this study was conducted to reaffirm the effect of the dictation method on improving learning participation in writing instruction among Grade 1 students at MI PUI Hegarmanah, as an effort to create more meaningful and interactive literacy learning.

The urgency of this study lies in the importance of mastering basic literacy, especially early writing, which is the main pathway to students' academic success at subsequent levels of education. Considering that Grade 1 students are in a phase of cognitive transition, difficulties in developing activeness and writing skills from the outset can affect low self-confidence and challenges in written communication later on. The main strength of this study is the application of a dictation method specifically designed to combine cognitive and psychomotor elements through auditory stimulation, so that the learning process becomes more active and focused.

The significant difference between this study and previous research lies in the research location and the emphasis on its indicators. While many similar studies emphasize only the final outcome (cognitive scores), this study focuses more on the process aspect, namely changes in student learning activeness in a madrasah ibtidaiyah (MI) environment that has a distinctive learning culture. In addition, this study unites the traditional dictation method with teaching strategies adapted to the current curriculum, creating a practical innovation suitable for lower-grade teachers in overcoming boredom in the classroom.

RESEARCH METHOD

This study applies a quantitative approach with a quasi-experimental research type (Quasi-Experimental Design). The research design used is the One-Group Pretest-Posttest Design, a design in which one group of subjects undergoes an initial measurement (pretest) before the treatment, followed by a final measurement (posttest) after the treatment is applied (Sugiyono, 2017). The population in this study comprised all Grade 1 students at MI PUI Hegarmanah, using a total sampling technique because the population was small. The independent variable in this study is the use of the dictation (imlak) method, while the dependent variable is student involvement in writing learning activities. According to (Arikunto, 2010), a valid research instrument is the main requirement for obtaining accurate data; therefore, data were collected through a structured activity observation sheet and an initial writing test. The data were analyzed using a normality test as a prerequisite, followed by a t-test (paired sample t-test) to test the significance of the difference in student learning activeness before and after the application of the dictation method (Sudjana, 2010).

RESULTS AND DISCUSSION

Based on the data collected through observation of learning activity before (pretest) and after (posttest) the application of the dictation method, there was a significant improvement. Before the dictation method was used, the average level of learning activeness of Grade 1 students at MI PUI Hegarmanah reached only 67.33%, which falls

into the "Fairly Active" category. Many students tended to daydream and lose concentration when writing. After the treatment was administered using the dictation method intensively over four meetings, the average student activeness score increased to 87.37% and fell into the "Very Active" category.

The t-test results using the Paired Sample T-Test showed a significance value (2-tailed) of 0.000, which is less than 0.05. This empirically proves that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. In conclusion, it can be stated that the dictation method has a significant positive impact on improving the learning activeness of Grade 1 students at MI PUI Hegarmanah.

Table 1. Total Scores

Total Scores	**2621**
Average Score	**87.37**
Percentage of Students Who Passed	**100%**
Percentage of Students Who Did Not Pass	**0%**

This increase in learning activity occurs because the dictation (imlak) method stimulates several sensory aspects of students at once. (Abdurrahman, 2019) states in his book that early writing requires the integration of visual perception, hearing, and fine motor coordination. With dictation, students are not merely passive recipients of information but are required to actively listen to speech sounds, process them in their minds, and immediately reproduce them in the form of written symbols.

Furthermore, student participation increased because the dictation method offers a direct challenge that encourages concentration. This statement is in line with the theory of (Sardiman, 2011), which emphasizes that learning activeness is a process of carrying out activities oriented toward real behavioral change. In Grade 1 at MI PUI Hegarmanah, students showed indicators of activeness such as the courage to ask questions to clarify the pronunciation of words and enthusiasm in completing writing tasks on time.

The advantage of the dictation method over ordinary copying is the two-way communication established between teacher and students. This study builds on the findings of Harahap et al. (2023), which showed that dictation helps lower-grade students move from copying to writing on their own. At MI PUI Hegarmanah, the use of simple terms familiar to students' daily lives was also a supporting factor in the success of this method, in accordance with the principle that language learning must be relevant and contextual.

Overall, combining a well-directed dictation method with thorough teacher supervision proved able to make the classroom atmosphere more lively. Students who

previously struggled with early writing became more confident because they felt directly involved in every step of word formation, which ultimately strengthened their literacy foundation from an early age.

Advantages and Disadvantages of the Dictation (Lecture) Method

Every learning method has benefits and weaknesses in its actual application. No method is entirely perfect and efficient. Teachers need to be able to choose the best method that can be applied to the situation while minimizing its weaknesses. The dictation method has a number of particular advantages, especially for lower-grade students (Grade 1 MI), including:

1. Improves Focus and Discipline: Students must pay full attention to the teacher's voice so as not to miss the vocabulary being read aloud. This trains sustained attention.
2. Sensory Synchronization: This approach trains the coordination of hearing (auditory), memory, and hand movement (motor) simultaneously. According to (Abdurrahman, 2019), early writing ability is closely related to a child's ability to connect speech sounds with written symbols.
3. Accelerates Mastery of Spelling (Orthography): Students become more sensitive to the writing of letters, punctuation marks, and capital letters because they listen to the teacher's pauses and intonation.
4. Assessment Effectiveness: Teachers can immediately identify the words that most students in the class find hardest to spell, so that support can be provided right away.

Although effective, this method also has challenges that need to be mitigated:

1. Risk of Boredom: If carried out for a long time without variation, Grade 1 students, who have short attention spans, tend to experience boredom and physical fatigue.
2. Hinders Individual Creativity: Dictation is mechanical and structured in nature, so it does not give students the opportunity to freely express their own ideas. According to (Tarigan, 1986), writing should be an expressive-productive process; dictation serves only as a technical (mechanical) exercise before reaching the stage of creative writing.
3. Dependence on the Teacher's Pace: If the teacher speaks too fast, students with slow motor skills will fall behind and feel frustrated, which in turn can reduce learning activeness.

4. Focuses Only on Technical Aspects: The main goal of this approach is the accuracy of writing speech sounds as symbols, not a detailed understanding of the content of the text.

Although the dictation method has weaknesses related to limits on creativity, for Grade 1 students at MI PUI Hegarmanah its benefits in building a foundation of activeness and writing accuracy far outweigh them. The shortcomings of this method can be overcome by presenting dictation material in the form of games or short, interesting stories so that students remain enthusiastic (Sardiman, 2011).

Steps Teachers Can Take to Make the Lecture Method Effective

1. **Preparing Relevant Materials**

   Teachers should prepare words or sentences that are close to children's lives (for example, names of objects in the classroom or activities at home). Readiness of material that is relevant to the students' context will trigger interest and attention in the learning process.

2. **Giving Clear Instructions (Apperception)**

   Before conducting dictation, the teacher needs to explain the goal of the activity. Explain that this is more than just writing; it is a "listening activity." (Sardiman, 2011) highlights that students' understanding of the learning objectives is a primary driver of motor and mental activity.

3. **Pronunciation Technique (Articulation and Intonation)**

   Teachers need to pronounce words slowly and with very clear articulation. For Grade 1, apply the three-times pronunciation technique:

   a. Standard speed (for understanding the context).
   b. Gradually/syllable by syllable (for the writing process).
   c. Standard speed (for re-checking). The theory of (Abdurrahman, 2019) states that elementary-level students need clear auditory stimulation to prevent visual misinterpretation (wrong letters).

4. **Use of Supporting Media (Visualization)**

   After the dictation is finished, the teacher can show pictures or write the correct answers on the board. This step is called Instant Feedback. According to (Arikunto, 2010), immediate feedback in learning activities can improve students' memory and encourage them to correct their mistakes independently.

5. **Dictation Variations (Pair or Chain Dictation)**

   To avoid boredom, teachers can apply the "Pair Dictation" variation. Students dictate easy words to their classmates. This study shows that variation in the dictation method significantly reduces levels of boredom and increases social interaction (social activeness) in the classroom.

6. **Giving Reinforcement (Reward/Reinforcement)**

   Praise or stickers will be given to students who are able to write neatly and correctly. Based on Skinner's operant conditioning theory, which is often cited in educational journals (such as in (Hamalik, 2003)), positive reinforcement will cause students' active behavior to tend to be repeated in subsequent meetings.

At the end of the activity, a summary should be given by the students based on the lesson that has been taught, with the teacher's guidance. Teachers can give students the opportunity to respond to the material they have learned. Finally, a comprehensive assessment is carried out to measure learning outcomes in terms of behavioral change. By paying attention to these steps, the lecture method can be used effectively and efficiently.

Table 2. Stages of the Dictation Method, Teacher Actions, and Impact on Students

Stage	Teacher Action	Impact on Students
Pre-Dictation	Selecting daily vocabulary	Fostering curiosity
During Dictation	Clear articulation and well-timed pauses	Training concentration (focus)
Post-Dictation	Group correction and appreciation	Building self-confidence

CONCLUSION

Based on the results of the study and the discussion described above, it can be concluded that the use of the dictation (imlak) method has a significant effect on improving the learning participation of Grade 1 students at MI PUI Hegarmanah in the writing learning process. This is statistically evidenced by a significance value (2-tailed) of 0.000, far below the 0.05 standard, indicating that the working hypothesis is accepted with a high level of confidence. The change in student activeness is seen in the increase in the average score from the "Fair" category before the treatment to the "Very Active" category after the treatment, in which students showed better concentration, the courage to ask questions, and speed in responding to speech sounds as written symbols.

Theoretically, this achievement is in line with the view of (Abdurrahman, 2019), who states that the integration of hearing and motor skills through dictation is the key to early writing, as well as the theory of (Sardiman, 2011) regarding the importance of mental and physical participation in achieving significant learning outcomes. Although this method is

mechanical in nature, appropriate steps such as the use of contextual vocabulary and the application of positive reinforcement make the dictation method an effective solution for overcoming boredom and passivity among lower-grade students. Therefore, the dictation technique is strongly recommended to be applied consistently and in varied ways by Grade 1 teachers in order to build a solid literacy foundation for students at the primary education level.

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