

ABSTRACT

Rohim, A (2023): ***THE CORRELATION BETWEEN EFL STUDENTS' DICTATION ABILITY AND THEIR LISTENING COMPREHENSION: A Correlational Study at a Junior High School Bandung***

In the context of English as a Foreign Language (EFL) learning, listening comprehension is essential for language development. It enables students to understand spoken English and communicate with others. A key factor connected to listening comprehension is dictation skills. Dictation tasks require students to listen to spoken text and transcribe it accurately. Difficulty in transcribing spoken language can hinder understanding, as students may struggle to receive and interpret the information correctly.

The objective of the study is to explore the relationship between the dictation abilities of English as a Foreign Language (EFL) students and their comprehension of spoken language. The research utilized a quantitative approach with a correlational design. Data were collected through tests measuring dictation skills and listening comprehension. The dictation test evaluated students' ability to accurately transcribe spoken passages, while the listening comprehension test assessed their understanding of spoken language. The study included 30 seventh-grade students from SMPN 56 Bandung, selected using cluster random sampling. Data were analyzed using Pearson's correlation coefficient (product-moment correlation) in SPSS 26 and manual calculations.

The findings indicate that the Pearson's correlation coefficient between the two variables is 0.506, with a significance value of 0.004. The significance value is lower than the predetermined significance level of 0.05 ($0.004 < 0.05$), and the correlation coefficient (r_{count}) surpasses the critical value (r_{table}) of N30 with $\alpha = 1\% = 0.463$ ($0.506 > 0.463$). Consequently, the alternative hypothesis is accepted, and the null hypothesis is automatically rejected. As a result, it can be concluded that there is a significant correlation between students' dictation ability (X) and their listening comprehension (Y), falling within the range of a moderate correlation (0.40-0.69).

In conclusion, the current research shows that dictation ability significantly contributes to and correlates with listening comprehension. Higher proficiency in transcribing spoken words is associated with better listening abilities. As students' dictation skills improve, their listening comprehension performance also increases.

Keywords: *dictation ability, dictation test, listening comprehension, listening comprehension test*