**The Effect of Running Dictation Method**

**on Students’ Listening Comprehension**

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**Abstract:** Listening is one of the challenging skills for EFL students. The teachers should apply the appropriate method or technique to improve students listening comprehension. The research aimed to determine whether or not there was a significant improvement in students’ listening achievement after being taught by running dictation method. The sample of this research was 20 of the second-grade students of SMA Negeri 1 Sulabesi Tengah consisting of 9 males and 11 females. The method of this study was an experimental study with a one-group pretest and posttest design. The data were collected using students' results in listening comprehension pretest and posttest. T-test was used to analyze the data. The data show that teaching listening skills through running dictation has positively influenced students’ performance. It is known from the mean of Pre-test’s score ∑x= 803 then increase to ∑y= 1,409 after applying running dictation method in the class. The result of the statistical analysis in the research showed the value of$ t\_{ count}$ is higher than $ the t\_{table}$ (=5,957 $> 1.729), $means that the zero Hypothesis ($ H\_{o}$) is rejected and the Alternative Hypothesis ($ H\_{a}$).

Keywords: Running Dictation, method, listening skill

1. **INTRODUCTION**

 Listening is one of the vital skills in language learning and teaching. According to Tarigan (2008: 31), listening is a process of listening to oral symbols with full attention, understanding, appreciation, and understanding of the meaning of communication that the speaker has conveyed through speech or spoken language. Therefore, it is necessary for English as a Foreign Language (EFL) to develop Listening skills in educational settings to appropriate interaction with others. In other words, as the first language skill, listening contributes to improving other language skills, especially speaking and writing skills.

 However, in school learning, this has not been carried out well. Listening learning still lacks attention and is often underestimated by teachers s (Field, 2009, p.1). Based on the observation in teaching and learning activity to the second-grade students of SMA Negeri 1 Sulabesi Tengah, it was found that many students have difficulty learning and mastering English lessons at school. This issue affects the low level of learning English, especially for teachers who only use printed books and less instructional media and methods. This activity makes students feel bored quickly, and learning becomes less attractive. Even though some students still have difficulty digesting and understanding the material being taught, let alone there are many differences in the thinking character of students. Differences in student thinking styles lead to differences in students' understanding of the material being taught so that student learning outcomes are different. Therefore, to overcome this, the method is one of the goals to avoid boredom experienced by students. However, the teaching method in implementing learning must be adapted to the conditions of the students.

 Teachers should apply varied learning techniques and implement existing media to improve students listening skills (Field, 2009). In addition, it is necessary to have a learning method that encourages students to learn English, which is teaching aids. Hamalik (1994) notes that implementing media in the classroom can affect students' climate, learning atmosphere, harmony, and positive psychological attitudes. Moreover, using media in classroom learning can be simplified as a channel to transmit the messages from teachers to students to stimulate students' thoughts, feelings, attention, and interests (Aruan et al., 2020).

 One media that could increase students' interest and motivation is running dictation media. Jaya et al. (2020) reported that running dictation was a fun strategy that is possibly adapted in several ways with its relative ease in preparation. Through running dictation, it is hoped that students will be interested in listening to the material provided by the teacher and not quickly get bored in participating in classroom learning. In addition, it is hoped that students can more easily understand the material presented through running dictation.

Running dictation is an activity where students read the text, memorize the text briefly then write the text. According to Wilson (2008, p. 93), running dictation involves a text stuck on the wall in the classroom. It is a lively activity that trains reading, speaking, remembering, listening, and writing. Running dictation is the teaching and learning strategy in which the students work in a group to dictate the sentences; there is a runner and the writer in each group (Hess, 2001). Students purely carry out these activities in pairs and groups; it also requires independence and interdependence. Each student must appear cooperatively and interact actively with other students to complete a task. There are three kinds of running dictation models that encourage students to actively participate in speaking/listening classes, either in pairs or teams/groups. If a couple, one participant is a writer, and the other is a runner. The runner opens the dictation text, memorizes the sentence, returns to the author, and retells it.

However, a preliminary study was conducted by interviewing some English teachers at SMA Negeri 1 Sulabesi Tengah on November 2nd, 2020. Some obstacles in students learning, especially in listening activities, include the weakness of listening skills and lack of listening skills of mastery of methods used in improving students’ listening skills. Difficulties arise and are influenced by the listening factor, namely in understanding vocabulary, sentences, patterns, and so forth. The influencing factor can be viewed from internal and external factors. Internal factors are hearing, personal interest, and even motivation, while external factors are learning media, models, places, so forth. Therefore, the researchers chose this learning method to condition students to get used to finding and discussing something related to teaching (Siadari, 2001: 4).

 Based on the issue above, the research entitled “The Effect of Running Dictation Method on Students’ Listening Comprehension” is conducted to answer its question “Does running dictation affect students’ listening comprehension?” The research objective is to determine students' learning performance in listening skills. The researchers believe that this method is essential because students are required to capture information correctly and adequately in English subject.

**II. METHODS**

This quantitative research used a quasi-experimental study applying the pre-test-post-test nonequivalent group design. Cohen, Manion, and Morrison (2007) state that this research methodology is one of the most used methods in educational research. In this quasi-experimental research of pre-test and post-test non-equivalent group design. The pre-test and post-test nonequivalent group design can indicate that subjects are not randomly selected and assigned to conditions (Gay & Airasian, 2003; Haslam & McGarty, 2003). Therefore, researchers chose this design to determine the validity of conclusions drawn from the study. The location and schedule of this research were located at SMA Negeri 1 Sulabesi Tengah Kepulauan Sula regency in January 2021, involved 20 students of class II A consisting of 9 males and 11 females. A question sheet related to English texts\stories to know the students’ listening skills through running dictation was used by researchers for the test as the instrument. To analyze the data, the researchers summed the results of the average student score for the Pre-test and the Post-test then calculated the statistical result through the value of the Pre-test and Post-test using the T-test. Finally, the researchers completed this research by finding the results.

**III. RESEARCH RESULTS**

The researchers held the field research by taking students’ test scores (Pre-test and Post-test). The Pre-test is given before the treatment is begun, and the Post-test is given after the treatment is finished.

**Pre-Test of Experimental Class**

Below is the total number of students as a sample (∑n) and the average value obtained by students through the pre-test of Experimental Class (∑x), with the average number of students ∑n=20 and the average value of students from the pre-test of Experimental Class ∑x = 803.

**Table 1. Students’ Score in Pre-Test of Experimental Class**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Respondents** | **Students’****Score** | **Category** |
| 1 | R. F | 63 | Good |
| 2 | D. S | 63 | Good |
| 3 | H. U | 60 | Good |
| 4 | F. S | 56 | Poor |
| 5 | H. U | 53 | Poor |
| 6 | A.T | 53 | Poor |
| 7 | R. S | 50 | Poor |
| 8 | N. S | 46 | Poor |
| 9 | K. T | 43 | Poor |
| 10 | M. B | 43 | Poor |
| 11 | T. S. S. U | 40 | Poor |
| 12 | N. T | 40 | Poor |
| 13 | D. U | 36 | Poor |
| 14 | M. R. R | 33 | Poor |
| 15 | S. S | 33 | Poor |
| 16 | F. U | 26 | Poor |
| 17 | R. H. S. I | 20 | Poor |
| 18 | N. G | 16 | Poor |
| 19 | W. A | 16 | Poor |
| 20 | H. F | 13 | Poor |
| **Total** | **∑n= 20** | **∑x = 417** |  |
|  |  | **40.15** | **Poor** |

**Post-Test of Experimental Class**

Below is the total number of students as sample (∑n) and the average value obtained by students through the Post-test of Experimental Class (∑y), with the average number of students ∑n= 20 and the average value of students from Post-test of Experimental Class ∑y= 1.409.

**Table 2. Students’ Score in Post-Test of Experimental Class**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Respondents** | **Students’****Scores** | **Category** |
| 1 | R. F | 60 | Good |
| 2 | D. S | 75 | Good |
| 3 | H. U | 60 | Good |
| 4 | F. S | 60 | Good |
| 5 | H. U | 70 | Good |
| 6 | A.T | 68 | Good |
| 7 | R. S | 80 | Excellent |
| 8 | N. S | 90 | Excellent |
| 9 | K. T | 75 | Good |
| 10 | M. B | 60 | Good |
| 11 | T. S. S. U | 75 | Good |
| 12 | N. T | 68 | Good |
| 13 | D. U | 60 | Good |
| 14 | M. R. R | 68 | Good |
| 15 | S. S | 70 | Good |
| 16 | F. U | 85 | Excellent |
| 17 | R. H. S. I | 70 | Good |
| 18 | N. G | 75 | Good |
| 19 | W. A | 80 | Excellent |
| 20 | H. F | 60 | Good |
| Total | ∑n= 20 | ∑x=1.409 |  |
|  | 70.45 | Good |

Below is the value of the statistical result in the Pre-test of the experimental class and Post-test of experimental class values using the T-test.

**Table 3. The Statistical Result Using T-test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Respondents** | **Pre-test****(x)** | **Post-test****(y)** | **D (y-x)** | $$D^{2}$$ |
| 1 | R. F | 63 | 60 | 3 | 9 |
| 2 | D. S | 63 | 75 | 12 | 144 |
| 3 | H. U | 60 | 60 | 0 | 0 |
| 4 | F. S | 56 | 60 | 4 | 16 |
| 5 | H. U | 53 | 70 | 17 | 289 |
| 6 | A. T | 53 | 68 | 15 | 225 |
| 7 | R. S | 50 | 80 | 30 | 900 |
| 8 | N. S | 46 | 90 | 44 | 1,936 |
| 9 | K. T | 43 | 75 | 32 | 1,024 |
| 10 | M. B | 43 | 60 | 17 | 289 |
| 11 | T. S. S. U | 40 | 75 | 35 | 1,225 |
| 12 | N. T | 40 | 68 | 28 | 784 |
| 13 | D. U | 36 | 60 | 24 | 576 |
| 14 | M. R. R | 33 | 68 | 35 | 1,225 |
| 15 | S. S | 33 | 70 | 37 | 1,369 |
| 16 | F. U | 26 | 85 | 59 | 3,481 |
| 17 | R. H. S. I | 20 | 70 | 50 | 2,500 |
| 18 | N. G | 16 | 75 | 59 | 3,481 |
| 19 | W. A | 16 | 80 | 64 | 4,096 |
| 20 | H. F | 13 | 60 | 47 | 2,209 |
|  | **∑n= 20** | **∑x= 803** | **∑y=1.409** | **∑D= 612** | **∑**$D^{2}=25,778$ |

 The score of improving students’ listening skill of running dictation in the Pre-test using the text story was terrible because the Mean of the total score of 20 students is (40.15). However, after getting treatment, the Mean score of students’ listening skill of running dictation in the Post-test is (70.45) it was improved. Based on the T-test's statistical calculation, the researchers interpreted “$t\_{0}$”. Nevertheless, first, the researchers considered the score table “t,” at the significance level of 0.05. in fact, with the N-1 of (19) and the critical value at 0.05 significance$t\_{table}$ is (1.729).

 By comparing the “t” that has in the calculation $t\_{count}$ = (5,957) and the value of “t” on the t score table $t\_{ 0.05}$ = (1.729), it is known that$ t\_{ count}$ is higher than t $ \_{table}$ = 5,957 $>$ 1.729. Because t $ \_{count}$ higher than t $ \_{table}$, the alternative hypothesis (Ha) is accepted, while the zero hypothesis (Ho) is rejected. It means that there is by using the text story can improve the students’ listening skill of running dictation to the second-grade students’ at SMA Negeri 1 Sulabesi Tengah.

1. **DISCUSSION**

The findings of this study, in general, are in line with the results of the previous studies that the presence of media in language classes motivates the students to learn (Aruan et al., 2020). One characteristic of the treatment in this study was beginning the learning activity based on the students’ needs, leading to more cognitive learning (Singh, 2003), which increased the listening skill. The process of learning concentrates on how running dictation strategy could improve students’ listening performance.

The result of data analysis showed that running dictation method can improve students’ listening skills. The researchers first gave a Pre-test to the second-grade students at SMA Negeri 1 Sulabesi Tengah as a group experimental. Then, the researchers gave the implementation to use running dictation to the students. The result from the Pre-test showed that there are three respondents with 63, 63, 60 got good category, and the rest 17 respondents got the score bellow 60 and got poor category. Therefore, the total average from 20 respondents is ∑x 40.15 and got poor category. Consequently, it means that the Pre-test result showed that the implementation of the students’ listening skills through running dictation using visual is still low.

 After applying running dictation to the students through story text in listening skills, the researchers used physical objects and clipboards as a medium and running dictation as a technic. After getting treatment, the students were more active in studying. The result from the story text, the researchers can conclude that there are one respondent got score is 90 excellent category, one respondent got score is 85 outstanding category, two respondents got score is 80 excellent category, four respondents got score is 75 good category, three respondents got score is 70 good category, three respondents got score is 68 good category, six respondents got score is 60 good category, and the total average from 20 respondent is ∑x 70.45 and got good category. The result from Post-test showed that the implementation of students listening skills through running dictation at SMA Negeri 1 Sulabesi Tengah could improve students listening skills.

 The improvement of the result in the implementation of running dictation method to students from Pre-Test through audiovisual still very low, because the mean of the total score of 20 students is (40.15) compared to Post-test is (70.45). In calculation t $ \_{count}$ = (5.957) and the " t " value on the t score table t$ \_{0.05}$= (1.729), it is known that t$ \_{count}$ higher than is t$ \_{table}$ = 5.957$>1.729.$

 As a result, running dictation can help the learning process by the teacher and students at school. With running dictation, students could work together with their group. They were also more confident and actively engaged in doing the group and individual tasks during the instruction. In other words, running dictation facilitates collaborative learning (Nurdianingsih & Rahmawati, 2018). Therefore, the teacher better uses the running dictation method for the learning process in the classroom. Because with running dictation, students can understand what the teacher said. It means that the students become faster at understanding the given material and do not experience a delay in the learning process.

**V CONCLUSION AND SUGGESTION**

**Conclusion**

Based on the results of the data analysis and the discussion of the study, it is concluded that teaching listening skills through running dictation has had a positive influence. Furthermore, it is known scientifically as the result of this study that students’ results significantly improved from the pre-test to the post-test. This positive result provides the advantages to both the learners and teachers as language practice improves students' achievement in listening skills.

**Suggestion**

 The researchers give some suggestion as follow:

1. The students are encouraged to be taught running dictation to learn listening or other skills.
2. English teachers apply any learning model and teaching media, especially the running dictation method, to increase the students’ listening achievement and empower the quality of the teaching and learning process. As a result, students are not easily bored and quickly understand the material given by the teacher.
3. The researchers can continue this research using the running dictation technique in learning the listening skill or other materials because this research is not perfect.
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