



The Implementation of Running Dictation Technique to Improve Student's Listening Skills

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Abstract

Running dictation is one part of dictation. In addition, running dictation is a game in learning where students are divided into several groups to dictate several sentences. There are runners and writers for each group (usually each group consists of five or more people). Every teacher needs a strategy or technique to achieve a lesson in the teaching-learning process. So, the researcher was chosen running dictation as a learning technique in this research. The purpose of this research is to implement running dictation in learning to improve student's listening skills and to test student's improvement in listening using running dictation. To collect the data, the researcher observed student's activities and gave pre-test and post-test tests using a Classroom Action Research design or CAR. In this study, there were two cycles, and in each cycle, there were two meetings. The result after implementing the action in cycle one and cycle two, it was proven that the running dictation technique was able to improve student's listening skills of class XB students of SMA Muhammadiyah 2 Wuluhan in the academic year 2022/2023.

Keywords: running dictation, listening skills, CAR

INTRODUCTION

Listening is one of the important skills for language learning that must be mastered in English as a foreign language (EFL). Wah, N (2019), revealed that Listening is an important skill for English learners because in verbal communication we cannot communicate with each other without listening and understanding what the speaker is saying. According to Saragih (2022), Listening is the processes of receiving and understanding that can help someone understand a language that has been heard. In terms of language and cognitive development, listening is the basis of all aspects of the process. It also plays a lifelong role in the learning and communication processes necessary for productive participation in life. To learn a language, especially English, student must first learn to listen, because listening is the main skill for receiving and understanding the message/information conveyed. That way, students can convey back or share messages/information that has been received/heard with others. That means students are able to use and improve their listening skills, from receiving messages to conveying messages and interacting well.

English learners who have lower proficiency language levels think that listening is more complicated than all the skill areas of English (Khuziakmetov and Porchesku, 2016). Listening skills are not just hearing the sounds of words but also understanding what the speaker is saying. In addition, most language learners say listening is a difficult skill. That is due to several factors, such as the fact that they rarely listen to English texts or other listening materials, making it hard to identify what they heard. Another factor is incomplete facilities in the school and the implementation of strategies that do not motivate students. So that students feel bored and lazy in learning activities.

Every teacher needs teaching strategies in the process of teaching and learning activities to achieve a lesson or material. Teachers must make students interested in learning and enjoy the material to be teaching. Learner achievement depends on the effectiveness of the learning strategies taught by the teacher. There are many learning strategies or techniques to teach listening, one of which is running dictation. According to (Milne, 2014), in running dictation strategy, there are texts (sentences) in someplace and pasted on the wall. Then, students are grouped in pairs. One of them is the "runner" who must run to the text, read, and remembers as much as possible then returns to the "writer" or "scribe" who listens and writes down what is said. And that cycle will continue until the dictation is complete. Running dictation is a variation of the dictation technique, is considered a motivational teaching material technique because it encourages students to move and work in

groups. This creates a dynamic atmosphere in the listening class. Students were asked to read and memorize a short text then students whispered phrases/sentences to their group members who wrote down the text (Yulia and Agustiani, 2018).

METHOD

The purpose of this research was to observe the students' activeness in listening English subject by using running dictation technique at tenth grade of SMA Muhammadiyah 2 Wuluhan. By implemented this technique the students' activeness was increased and students was fun during teaching learning process. Also to know the students' listening skill, the researcher given a pre-test is test that was given to the students before they got the treatment and for post-test on the contrary is test that was given the students after they got the treatment. So, the researcher would find out the student's listening skill by implementing running dictation technique in the class and would conclude this research.

The researcher used classroom action research in this research because it will intend to improve the student's listening skills by implementing the running dictation technique during the teaching-learning process of tenth grade at SMA Muhammadiyah 2 Wuluhan in the academic year 2022/2023. According to Kemmis and Mc Taggart as cited in Burns (2010, p.7), there are four broad phases in a cycle of action research:

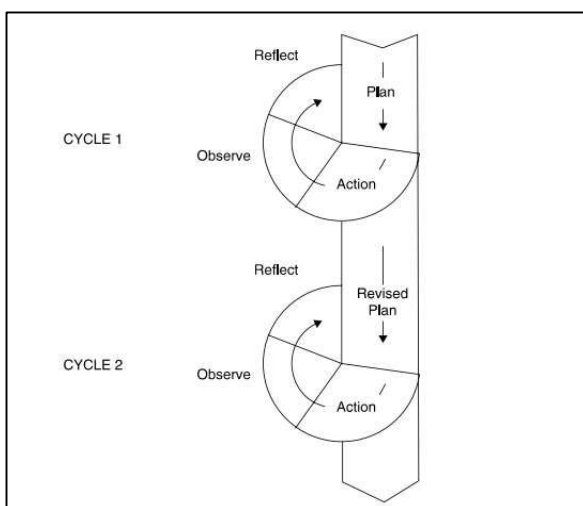


Figure 3.1. Cyclical AR Model ((source: Kemmis and McTaggart (1988) cited in Burns (2010, p.9))

1. Plan

The researcher discussed with the English teacher regarding the implementation of running dictation to improve students' listening skill in class XB SMA Muhammadiyah 2 Wuluhan. The researcher and the English teacher also discussed about the suitable material to improve students' listening skill which was given to the students in the second semester, namely "announcement (written announcement and spoken/oral announcement)". From the plan the researcher prepared the lesson plan for two meetings in each cycle (cycle 1 and cycle 2). The researcher prepared observation sheet, board marker, paper, and smartphone. For the test instrument the researcher used pre-test and post-test.

2. Action

The researcher did the action and taught about written and spoken announcement in the class during the process of the research. The students guided by the researcher during teaching learning process. The following frameworks were the research steps in each cycle:

1. Preliminary Study, it began at 5th April 2023
2. Cycle One, it began at 19 and 20th May 2023
3. Cycle Two, it began at 24 and 25th May 2023

3. Observation

The researcher collected the data by observe the students helped with English teacher during learning activities especially in the running dictation process. The English teacher as the observer observed the students' activities teamwork in running dictation by using observation sheet. The observation sheet was used to know the students' active participation in the implementation of running dictation. The students were categorized as active students when they listening to other friends in running dictation, being enthusiastic in running dictation, and paying attention. Meanwhile, the students were categorized as passive students when they not listening to other friends in running dictation, not being enthusiastic in running dictation, and not paying attention.

4. Reflect

The researcher analyzed the result based on observation and test in the teaching and learning process. From those, the researcher gets the information about the action of the research and intended to know the strength and weakness appears in the action in each cycle to enable the researcher to find another solution to solve the problem.

The purpose of the test in this research is to find out the student's listening skills. The researcher provides two tests, namely the pre-test and post-test, in which the pre-test is given before the treatment and the post-test is given after the treatment. In this study, the researcher gave the test in the form of essay test. To know the significant improvement of student's listening skills, the researcher uses the mean or average and standard deviation (SD) by using SPSS. To get the final score of students' test (pre-test and post-test), this formula is used.

$$x = \frac{n}{N} \times 100$$

Notes:

x : Final score

n : Students' individual score

N : Maximum score

To get the final score, the researcher will count the students' individual score (n) then it will be divide with the maximum total score (N), and it will be multiply with 100.

RESULTS AND DISCUSSION

The subject of the research is the tenth grades students of SMA Muhammadiyah 2 Wuluhan which consists of 21 students. This study used classroom action research follows the Kemmis and Mc Taggart models which are carried out 2 cycles. There were two meetings in each cycle.

1. Cycle 1

The first meeting was conducted on Friday, 19th May 2023. It starts at 08.30 until 10.00 based on the lesson plans that have been prepared, by opening greetings to students and checking the attendance list. Then direct students to do the pre-test individually and divide students into several groups (each group consists of 4-5 students). Provided examples of announcements by sharing video links on YouTube with students, and then students watched videos on YouTube and took notes. After that, it explained how to do running dictation to students and students to do running dictation according to their respective groups. After that, allow students to comment on today's lesson and make conclusions.

The second meeting was conducted on Saturday, May 20th 2023. It starts from 10.30 to 12.00 based on the lesson plans that have been prepared, by opening greetings to students and checking the attendance list. Then divide students into several groups (each group consists of 4-5 students). An example of an announcement text (written announcement) is given on the blackboard and explained to students while students listen and take notes. Then students do running dictation according to their respective groups. After that, each group practiced making written announcements on different topics and collected them. Then direct students to work on the post-test individually.

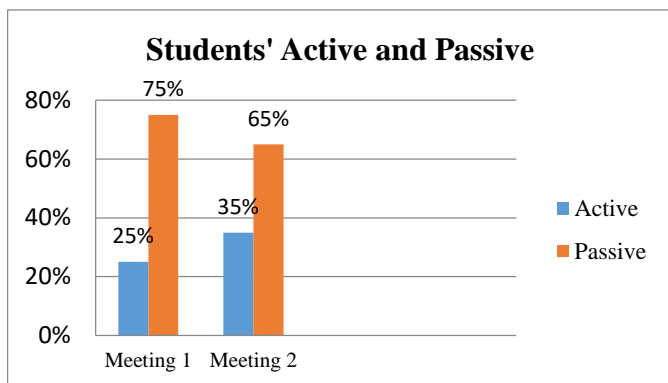


Figure 4.2. Bar Charts for Active and Passive Students in Cycle 1

In the meeting 1 there were 5 students who were active and 15 students who were passive from the 20 students who attended. So, the percentage of students' active is 25% and the percentage of students' passive is 75%. Then in the meeting 2 there are 7 students who were active and 13 students who were passive from the 20 students who attended. So, the percentage of students' active is 35% and the percentage of students' passive is 65%.

Table 4.1. Students' Mean and SD of Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
nilai pre-test	20	50	90	65.00	13.860
Valid N (listwise)	20				

Table 4.2. Students' Mean and SD of Post-test 1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
nilai post-test	20	50	100	74.90	12.234
Valid N (listwise)	20				

Cycle 1 will be stop if the research target has been achieved with a minimum standard score of > 75 . But if not, it is necessary to revise the action and proceed to the next cycle. The result above with 20 students present in the cycle 1, the mean score of pre-test was 65, the minimum score was 50 and maximum score was 90, and standard deviation was 13.86. It can be seen from the data above that the Std. Deviation $13.86 < \text{Mean } 65$, so the research data is said to have a good data representation value. For the mean score of post-test was 74.90, the minimum score was 50, the maximum score was 100, and standard deviation was 12.23. It can be seen from the data above that the Std. Deviation $12.23 < \text{Mean } 74.90$, so the research data is said to have a good data representation value.

Based on the result of the pre-test and post-test in cycle 1, it can be concluded that the standard requirements for the mean student score have not achieved yet. In cycle 1 there were several problems and notes as follows: First, students still had difficulty listening to the audio earlier because the speaker in the audio spoke too fast. Second, students feel disturbed by other friends when listening to audio. Third, lack of students English vocabulary.

2. Cycle 2

To solve the problems in cycle 1, the action planning which applied in cycle 2 was arranged, that consist of: First, on audio using the researcher's voice. Second, direct the students to bring a headset or dictating in front of the class. Third, giving new vocabularies and ask students to look up dictionary.

For the third meeting conducted on Wednesday, May 24th 2023. It started at 08.30 until 10.00 a.m. based on lesson plan that had been already prepared, by opening greetings to the students and checks the attendance list. Then provide an overview of the benefits of learning the lessons to be learned in everyday life and divided students into several groups (each group consists of 4-5 students). The example of oral announcements is given while students listen and imitate sentences that have been spoken (the correct intonation and pronunciation of how to announce announcements). Then students do running dictation according to their respective groups. After

that, students practice listening to audio (oral announcements) and discuss the contents of that announcement together. Afterwards, allow students to comment on today's lesson and make conclusions.

For the fourth meeting conducted on Thursday, May 25th 2023. It started at 08.30 until 10.00 a.m. based on lesson plan that had been already prepared, by opening greetings to the students and checked the attendance list. After that, divided students into several groups (each group consists of 4-5 students). Each group was directed to announce the results of the announcement text that the students made at the second meeting. Then each group reads or announces that announcement with a different topic in front of the class. Other groups listen and discuss together the contents of the announcement. Then direct students to work on the post-test individually.

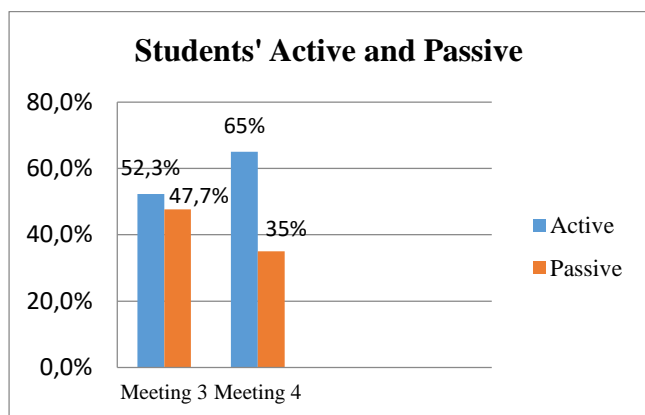


Figure 4.3. Bar Charts for Active and Passive Students in Cycle 2

It was found that in the meeting 3 there were 11 students who were active and 10 students who were passive from the 21 students who attended. So, the percentage of students' active is 52.3% and the percentage of students' passive is 47.7%. Then in the meeting 4 there are 13 students who were active and 7 students who were passive from the 20 students who attended. So, the percentage of students' active is 65% and the percentage of students' passive is 35%.

Table 4.3. Students' Mean and SD of Post-test 2

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
nilai post-test	20	64	100	87.00	10.770
Valid N (listwise)	20				

The result above with 20 students present in the cycle 2 the mean score of post-test was 87, the minimum score was 64 and maximum score was 100, and standard deviation was 10.77. It can be seen from the data above that the Std. Deviation 10.77 < Mean 87, so the research data is said to have a good data representation value. Based on the result of post-test in the cycle 2, it can be concluded that the standard requirement of the mean score of the student was achieved with minimum standard score >75.

CONCLUSION

This research aimed to explain how the running dictation technique improved students' listening skill. The researcher used classroom action research. This research had two cycles consisting of planning, implementing, observation, and reflection. In this research used two instruments namely observation and tests (both of pre-test and post-test). The result of this study showed that students' listening skill was improved. This was proven by the result of observation which improved from 25% and 35% in cycle 1 to 52.3% and 65% in cycle 2. Then, the result of the test mean score which improved from 65 (pre-test) and 74.9 (post-test 1) in cycle 1 to 87 (post-test 2) in cycle 2. Based on finding data from two instruments, the researcher concluded that the implementation of running dictation was achieved to improve students' listening skill at the tenth grade of SMA Muhammadiyah 2 Wuluhan in academic year 2022/2023.

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