INCREASING STUDENTS' LISTENING ACHIEVEMENT THROUGH RUNNING DICTATION

Resta Putri Yan Asmoro, Hartati Hasan, Budi Kadaryanto

**ENGLISH STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2013**

INCREASING STUDENTS' LISTENING ACHIEVEMENT THROUGH RUNNING DICTATION

Resta Putri Yan Asmoro, Hartati Hasan, Budi Kadaryanto
Email: resta.asmoro@yahoo.co.id

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan yang sangat signifikan pada prestasi menyimak pada siswa. Populasi dalam penelitian ini adalah siswa kelas dua di SMAN 1 Ambarawa Pringsewu., dan sampel penelitian ini adalah XI.IPS.3. Penelitianinimenggunakanpre-test dan post-test satu kelompokdanparasiswadiajarsebanyaktiga kali. Dalam penelitian ini, t-test pengukuranberulang digunakan untuk menganalisa data. Pada pre-tes, nilai rata-rata adalah 55.65 dan pada post test menjadi 70.82. Jadi ada peningkatan sebesar 15.18. Hasil t-test menunjukkan bahwa t-ratio lebih tinggi daripada t-table (10.534 > 2.042) dengan signifikan level $p < 0.05$ dan signifikan 2-tailed p=0.000. dapat disimpulkan bahwa *running dictation* mempunyai pengaruh terhadap prestasi pemahaman menyimak pada siswa.

Abstract : The aims of this research are to find out whether there is significant increase on students' listening achivement after after being taught by running dictation.The population of this research was the second year of SMAN1 Ambarawa Pringsewu, and the sample was XI.IPS.3 as experimental. The study employed one group pretest and posttest design and the students were given three treatments. In this research, repeated measure t-test was used to analyze the data. In pre test, the mean score is 55.65and it becomes 70.82. in post test. Thus, there is an increase of 15.18 points. The result of t-test shows that t-ratio is higher than t-table (10.534> 2.042) with the level of significant is $p < 0.05$ and significant two tail is p=0.000. It can be concluded that running dictation is appropriate to be used in order to increase students' listening achievement.

Keywords :listening, listening achivement, running dictation

INTRODUCTION

Language has important role as a tool of social interaction. Without language the people cannot communicate each other. One of the popular foreign language is English. Almost all aspects in our life such as technology, education, politic, and commerce involve English as communication language. As mentioned by Ramelan (1992: 2-3) English as an international language is used to communicate, to strengthen, and to make better relationship. That is why English is very important to be mastered. Reffering to the importance of English, Indonesia applies English as a foreign language. It is taught from kindergarten up to university

English is one of the subjects that the students need to pass inthe national examination. In learning English, students are generally expected to master all of skills in order to communicate in English well.Based on School-Based Curriculum (KTSP), English has four skills, namely listening, speaking, reading, and writing. From the four of language skills, listening as a key to master the other skills in language learning becauselistening is considered the fundamental language skill.Pinter (2006 : 45) points out that English should start with emphasis on listening.Listening is very important in language learning because in listening the people not only get the information but also imitate the words to learn how to pronounce and know the meaning of those words from what they heard so that they can produce the same words that can be understood by other people. It shows that listening as the medium through which people gain large portion of their education, their information, their understanding of the world and

human affairs, their ideals, sense of values, and their appreciation (Saricoban, 1999)

Based on researcher's pre observation in SMAN 1 Ambarawa Primgsewu, it was found out that students still found the difficulty in listening skill, i.e. they got the difficulty in interpreting what they had listened, they were not able to predict the sound, intonation, and stress from the speaker. This happened because the students seemed to be lazy in paying their attention on listening material and they chatted with the other students, so that they did not get the message that they heard from the speaker consequently they could not understand the meaning of words.

Teaching technique is needed by the teacher in teaching learning process in order to make the students interested on the material given. By using an appropriate technique, the teacher is able to perform wellso that the result of the teaching learning are satisfactory. Rahayu (2005) states that students' achievement in listening is low since the studetnts' motivation in listening class is low, which is caused by the media and technique used. The students' learning depends upon the effectiveness of teacher technique.

One of the offered techniques is running dictation. Runningdictationis expectedtobeuseful to facilitate the students in developing their listening achievement. In this activity, the students not only just listen the passage by the speaker but also get fun in listening class. Running dictation is a type of dictation. According to Hess (2001),running dictation is the technique where the students works in group to dictate the sentence, there is the runner and the writer in each

group. The students as a runner must run to some place where the sentence have been prepared by teacher and back to his/her group to dictate the sentence, then the writer must write down what they heard as accurately as possible.

By considering the statements above, the researcher intends to increase students' listening achievement through running dictation. The main reason the researcher chooses running dictation as a technique in teaching listening, it may be an interesting technique for English students to increase their listening achievement. In this activity the students not only pay attention and understand the sound of the words as dictated but also give the communicative activity between the students. That is why the researcher intends to increase the students' listening achievement through running dictation.

METHOD

The researcher was intended to find out whether there is a significant increae of students' listening achievement after being taught using running dictation.Experimental class was chosen to get treatments of giving running dictation. In this quantitative research, experimental design; *one group pre-test and post-test design*was applied.

The design of the research is presented as follow:

T1   X   T2

   where
   T1   : pretest
   T2   : posttest
   X   : treatments (running dictation)

The population of this research was the second year students of SMAN 1 Ambarawa. There were seven classes of second grade students. Each class consisted of 35-37students.   The researcher selected the sample by using random samply technique through lottery drawing with assumption that the second year of SMAN 1 Ambarawa have the same characters and level of English Profeciency. The reseacher took one class as the try out class; it was XI IPS 4 and one class as the experimental class; it was IX IPS 3.

Pre test and post test of listening test was adminestered in order to gain accurate data. A try-out test was conducted inXI.IPS.4 class before the pre test was carried out. This test was given to the students in order to know the quality of the test as the instrument of the research; they are (1) Reliability, (2) Level of Difficulty, and (3) Discrimination Power of the test. The result of the try out test was analyzed aimed at knowing which items are good to be used in the pre-test.The test was consist of two part; part one was writing simple sentence and part two was multiple –choice test with three options (A, B and C). The number of the test was 40 items; 15 items for part one and 25 items for part two. The result of reliability test shown that that the data collecting instrument in this research was reliable since the the reliability of the whole test is 0.78. The computation of the level of difficulty shows that it was found out that there were 4difficult items,27satisfacotry items and 9 easy items. From the computation of discrimination power, there are 12poor items, 22 satisfactoryitems, 3 good items and 3 bad items.

RESULT AND DISCUSSION

The pre test was conducted in order to investigate the students' listening achievement before the treatments. The test was writing simple sentence and a multiple-choice test consisting of 25. Statistical Computation with *SPSS 16.0 for Windows* was used to analyze the scores on the pre-test in the experimental class. The total score of the pre-test is1899; the mean of the pre-test is55.65; the highest score is80; and the lowest score is 28.

The post test was administered in order to determine the students' achievement of reading comprehension after giving the treatments. The post-test was similar to the pretest but in random order. The total scores of the post test is 2408; the mean of the pre-test is70.82; the highest score is92 ; and the lowest score is44. In other words, there is increase of the students' achievement effected by giving running dictation in teaching listening.

Running dictation had good effect for the students in micro skills. There was increase in each elements of micro skill ;The highest increase was on cohesive device it was 1.18; discriminste of sounds was 1; detect sentence was 0.98 and intonation pattern was 0.62. In other hand, the increase of cohesive device was not followed by intonation pattern and detect sentence, it was caused the distribution of item numbers of each elements of micro skill were not distributed evenly.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	POSTTEST - PRETEST	15,18	8,401	1,441	12,25	18,11	10,534	33	,000

From the table, the result of computation showed that t-ratio is 10.534and t-table is 2.042. The two tail significant show that p<0.05 (p= .000). Because the value of t-ratio is higher than t-table (10.534>2.042) and the significant is lower than 0.05 (0.000<0.05), Ho was rejected and Hα was accepted. In conclusion, there is a significant difference of the students' score on the pre-test and the post-test after being taught through running dictation technique.

The reseacher applied three treatments. The treatments applied after administering the pre test. In each treatments the researcher did the same steps and procedures ofrunning dictation. Then, after having given the treatments, the researcher give the post test and analyzed it.

In the first treatment, the procedure began with the reseacher, as a teacher began the class by greeting the students and checking the students' attendance list. After that the researcher explained about running dictation and the rule of the activity. The researcher also explained about listening sub-skills of micro skill. In this activity, the researcher took short sentences as the materials, it is similar sound. Then, the researcher gave some examples and understanding about the relation of the materials and running dictation and how they can differentiate those sentences

into sub-skills of micro skill. The students asked some questions spontaneously concerning with the materials that the researcher taught.

After explaining the material, the researcher invited the students to do the activity of running dictation in the outside of the class in order the students can do the actvity freely. The researcher asked the students to make a group into five groups. There was the runner in each group and the other students to be the writers. Before running dictation start to play, the researcher explained that the group which could be the winner was the group which could finish the game quickly and which could write the sentences correctly.

The teacher gave a sign before the game was begun. Then, the runners start to run into some place where the sentence and the recording have been prepared by teacher. Each runner took the paper and read the sentence on the paper while they were listening to the recording. They played the recording more then once until they understand how to dictate the sentence (how to pronoun the sentence) after that they run to their group to dictate it.

During running dictation, some students made some noise by asking "what the runner said?" "could you repeat that sentence?". The students seemed to be disturbed by the other students' question or by those who wanted to cheat. It made students couldn't hear what the runner said or the recording. They asked the runner to speak more loudlyin order to make the writers could heard what the runner said. The researcher stopped the activity and tried to calm them down. The researcher asked them to pay attention and more concentration on doing the activity of running dictation.

After the activity of running dication had finished, the researcher asked the students to switch their work to their partner and correct the mistake. After correcting, the students and the researcher classified their work into each sub-skills of micro skill. This activity intended to make them understand about the classification of that skill. After classifying the skill, the researcher asked the students to prepare a piece of paper for the next step, it was comprehension check. The type of the test is multiple choices. The questions based on the same sentence they used on the previously activity

While the recording went on, some students still made some noise. The researcher asked them to be more quite and concentrate on the recording. After all the sentences being read, the researcher asked to do pair correction to check the answers of the students. After doing the correction, the researcher asked the students' opinion about their activity. Some students complained that they heard the new word but they didn't know how to write the word correctly. This was in line with Finocchiaro (1967: 55) who state that the first time, students seriously conflict with the production of the new language sounds.

For the second treatment, the almost same activity was applied from the beginning until the end of the teaching learning. In this treatment, The researcher asked the runner to read the word several times if they found the new word in the sentece. The researcher also remind them to be more concerned about the mistake that they ever made in writing such as single and plural subject/noun the form of tense, verbs, etc. The students seemed more active in the class. They also gave more

attention in listening the dictation so that they could make any guessing and prediction by themselve what they were going to listen.

In the third treatment, the steps run as usual from begining until closing. Then, another sentence was used, it is simple past tense. Although the sentence more longer than before, they could write and predict the sentence well. The studentsseemed to have understood that less noise can help them listen better in this activity. They also seemed enjoy on doing the activity of running dictation. They saw running dictaion as an activity for pupils who enjoy moving around and working in teams as stated by House et.al T (2011). There were better improvements in the last treatment.

Based on the observation while conducting the treatment, it was found that using running dictation technique in listening could make the students more active and the sudents more aware about the correct sentences. The researcher knows that good preparation and facilities can motivate students in teaching learning process especially in teaching listening and it give high contribution to the effectiveness of teaching learning process through running dictation. As stated by Widiyanto (2005) that runningdictationcan facilitate the students in developing listening skills .

CONCLUSION AND SUGGESTION

Based on the result and discussions of this research, the researcher has concluded several points as follow:

1. There was significat increase of students' listening achivement after being

taught through running dictation at SMA Negeri 1 Ambarawa Prinsewu. The statement is approved by evidence on the gain score and the computation of t-test. The mean of the post test is higher than pre test It showed that there was significant of students' listening with gain 15.18 points and t-ratio is higher than t-table (10.534 >2.042). Then the significant value is less than level of significant at 0.05 (0.00<0.05).

2. Running dictation technique can increase micro skill. It was proved from the students pre test and post test xcore of the achivement in micro skill elements; Intonation pattern 13.52 %; detect sentence 19.42%; discrimination of sound 11.76%; cohesive device 16.81%..

Reffering to then conclusion above, some suggestions can be listed as follows:

1. Suggestions to the teacher are :

   a. Based on the finding running dictation technique can be used to increase the students' listening achivement, the teacher can help students improve their listening achivement by applying runing dictation.

   b. Before the running dictation activity being done, it is importat for the teacehr to explain clearly what they are going to do to minimalize their confusion and noise during the activity.

   c. The teacher shouldcontrol the students' activities in the class since the students will be noisy if they are not well guided.

d. Running dictation is one of teaching technique so the teacher can also employ it into intergrated skill such as between listening and speaking, listening and writing, or listening and reading.

2. Suggestions to the other researchers are:

a. In this research, running dictation technique is conducted in teaching listening at second year students ofSenior High School to investigate the increase of the technique in their listening achievement. Other researchers can conduct this technique on different level of students such as Junior High Schooland for the other texts such as descriptive and narrative.

REFERENCES

Finocchiaro, Mary. 1967. *English as a Second Language: from Theory to Practice*. New York: Regent publishing C.O.

Hess, N.2001.Teaching *Large Multilevel Classes*.Cambridge: Cambridge University Press.

House, et al T. 2011. *UsingDictation to Develop Pupil's Listeningand Wrting Skill (Handbook)*. Hongkong: Education Bureau.

Pinter, A. 2006. *Teaching Young Language Learner*. Oxford: Oxford University Press.

Rahayu, Indri. 2005. *Teaching Listening throuh Fairy Tales at the Second Year of SMAN 1 Kota Gajah Lampung Tengah*. Universitas Lampung. (Unpublished S1 Research Report). Bandar Lampung.

Ramelan.1992. *Introduction to Linguistic Analysis*. Semarang: IKIP SemarangPress
.
Saricoban, A. 1999. *The Teaching of Listening*. The Internet Journal, Vol. V, No.12. From httpp//iteslj.org/Articles/Saricoban-Listening.html.

Widiyanto. 2005. *Mengembangkan Listening Skill Melalui Running Dictation.* Malang: DepartemenAgamMadrasah Terpadu.