



The Use of Running Dictation in Teaching Listening Skill at The Sixth

Semester of Cokroaminoto Palopo

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Abstract

This study aims at finding out whether Running Dictation Method is effective in teaching listening skill at the sixth semester of Cokroaminoto Palopo University. This study is pre-experimental design which consists of pre-test, treatment and post-test. The population of this study is the sixth semester of Cokroaminoto Palopo University. The technique used to select the sample is *simple random sampling*. The data analyzes using significant t-test (paired sample t-test). The result of the study shows that the value of mean score of pre-test (66.13) is lower than the mean score of post-test (75.90). it means that the use of Running Dictation is effective in teaching listening. The result of paired sample t-test shows that the value of sig. (2-tailed) is lower than alpha (α) ($0.00 < 0.05$), It means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted. Therefore Running Dictation Method is significantly effective in teaching listening at the sixth semester of Cokroaminoto Palopo university.

Keywords: Listening, Running Dictation

Introduction

Listening is one of the skills that must be mastered by learners of English when they want to become teachers or continue their education. In the world of education, lecturers are required to be able to conduct studies through reading and when

communicating with others. Sensitivity to what is heard influences success in the communication process (Richards 2008). In the teaching and learning process, before students can respond to the teacher, they must first listen to get information and concepts.

In term of listening, listening comprehension is tougher than that of just listening. (Nation and Newton 2008). Lecturers while teaching indirectly transfer information to the students then students focus to acknowledge the information transferred. This process is in progress during teaching and learning in the class. According to (Schultz 2003), teachers of English is the central point of listening process when they are teaching in the classroom. This process stresses that listening ability places important role for students to learn and to comprehend content of listening activities.

At present, students are required to be able to communicate not only using mother tongue but also using foreign languages, namely English. Based on the experience of researcher in teaching listening to the sixth semester students of English education study program, most of them had problems in learning listening skills. In general, the students did not know what the speaker said, consequently it makes it difficult for them to do the listening task.

Another factor that might influence is the teaching method given by the teacher is not suitable or appropriate for Listening learning. Not all methods can be used in learning; there may be methods that are appropriate or suitable in Reading learning but not appropriate for Listening learning. Therefore the lecturer must actively find the teaching method for Listening (Field 2008). Teacher or lecturer must be able to transfer knowledge using creative method particularly in teaching listening.

There are many ways to overcome student difficulties in listening; one of the methods is Running Dictation. This method is not only in the process of listening of facts, but also shows the overall structure of the subject and the relative importance of each part that is heard. This helps students to associate ideas, think creatively, and make them able to deduce what they are listening to (Wan Chai 2011). Besides that, this Running Dictation also aims to improve vocabulary and listening skill and create fun

learning situations because they are applied in the form of games.

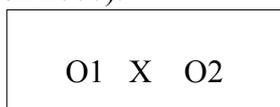
According to (Nation and Newton 2008), teaching procedure used by the teacher in teaching writing by using running dictation technique are as follows:

- 1) Students are divided in to small groups, each group consists of 3 students
- 2) One student becomes a runner and another student becomes a writer.
- 3) The activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another and tells them what they have read.
- 4) The second student then runs to a third and does the same.
- 5) The third student in turn tells the scribe what they have heard.

The steps above emphasize the dictation process, where the writer contributes to the result of the students writing to assess the students listening ability.

Method

This study is a pre-experimental study that aims to assess the effectiveness of Running Dictation in listening teaching. Research design can be seen as follows (Cohen, Manion, and Morrison 2000):



Where:

O1 : Pre-test

X : Treatment

O2 : Post-test

This study has two variables, namely independent and bound variables. The independent variable is the use of Running Dictation in listening learning, while the dependent variable is the skill of listening to students. It was conducted at Cokroaminoto Palopo University at the sixth semester of the English Education Study Program on march 2019.

Population and Sample

The population in this study was taken from all six semester students of the English education study program consisting of 2 classes with a total of 80 students. The

sampling model uses simple random sampling. The researcher took 30 students randomly from 80 students.

Instrument of the Research

Instrument used in this study must be valid and reliable in order to create an appropriate instrument. The instrument is listening test. The number of tests given amounted to 30 questions in the form of comprehending story. The result of students were assessed through rating scale of score. The following is rating scale of score used to score the result of students listening ability in pretest and posttest.

Table 1. rating scale of score

Detail	Score
The word mean and spelling are correct	3
The word mean is correct, the spelling is less precise	2
The word mean and spelling is not quite correct	1
No answer	0

Procedure of Collecting Data

The procedure of collecting data is explained as follows:

- 1) Giving pre-test; pre-test was given before treatment. The researcher gave a listening test to find out the previous achievement of the students.
- 2) After giving the pre-test, the researcher gives treatment. The treatment given is in the form of teaching listening using the Running Dictation method. The treatment was conducted for 6 meetings.
- 3) The final step of data collection was done by giving a post-test. This step aims at finding out the achievement of the students after being given treatment.

Technique of data analysis

The data analysis used is descriptive statistics aimed at evaluating the data obtained. Furthermore, the analysis used to find out the significant different between pre-test and post-test uses a different test method (t-test). To analyze this data, researchers used the SPSS application for windows.

Finding and Discussion

The data presented in this study taken from the result of pre-test and post-test done by the sixth semester students of Cokroaminoto Palopo University. The results of the students pre-test and post-test are presented in as follows.

Pre-test

Before giving the treatment, the class have been given a pre-test to examine the students' speaking skill. The number of students following the pre-test is 30. Based on the analysis of the result of the pre-test of the students' listening, it describes that the highest score reaches 85.00 and the lowest score reaches 50.00. Meanwhile, the mean score of the student's listening skill in the pre-test is 66.13, median is 66.50, and standard deviation is 7.62. The summary of the descriptive statistic of the students' listening skill in the pre-test is presented in the following table.

Table 2. The Descriptive Statistic of the Score of the Students' Listening Skill in Pre-test

N	Valid	30
	Missing	0
Mean		66.1333
Median		66.5000
Mode		70.00
Std. Deviation		7.61909
Variance		58.051
Range		35.00
Minimum		50.00
Maximum		85.00
Sum		1984.00

The distribution of scores and frequency scores of the students' listening skill in the pre-test is presented in the following tables.

Table 3. The Distribution of Scores of the Students' Listening Skill in Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	3	10.0	10.0	10.0
	60.00	4	13.3	13.3	23.3
	63.00	1	3.3	3.3	26.7
	65.00	7	23.3	23.3	50.0
	68.00	1	3.3	3.3	53.3
	69.00	1	3.3	3.3	56.7
	70.00	9	30.0	30.0	86.7
	72.00	1	3.3	3.3	90.0
	75.00	1	3.3	3.3	93.3
	77.00	1	3.3	3.3	96.7
	85.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Post-test

After giving the treatment, the class would have been given a pre-test to examine the students' speaking skill. The number of students following the pre-test is 30. Based on the analysis of the result of the post-test of the students' listening, it describes that the highest score reaches 88.00 and the lowest score reaches 65.00. Meanwhile, the mean score of the student's listening skill in the pre-test is 75.90, median is 75.00, and standard deviation is 5.08. The summary of the descriptive statistic of the students' listening skill in the pre-test is presented in the following table.

Table 4. The Descriptive Statistic of the Score of the Students' Listening Skill in Post-test

N	Valid	30
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	Missing	0
Mean		75.9000
Median		75.0000
Mode		75.00
Std. Deviation		5.08107
Variance		25.817
Range		23.00
Minimum		65.00
Maximum		88.00
Sum		2277.00

The distribution of scores and frequency scores of the students' listening skill in the pre-test is presented in the following tables.

Table 3. The Distribution of Scores of the Students' Listening Skill in Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	1	3.3	3.3	3.3
	70.00	6	20.0	20.0	23.3
	71.00	1	3.3	3.3	26.7
	75.00	10	33.3	33.3	60.0
	78.00	2	6.7	6.7	66.7
	79.00	1	3.3	3.3	70.0
	80.00	5	16.7	16.7	86.7
	82.00	2	6.7	6.7	93.3
	84.00	1	3.3	3.3	96.7
	88.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Significant T-test

Significant T-test is used to measure the difference between pre-test and post-test after giving treatment. The result of significant T-test (paired sample t-test) is presented in the following table.

Table 5. The Result of Paired Sample T-test between Pre-test and Post-test

Paired Samples Test			
Paired Differences	t	df	Sig. (2-

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval		Sig. (2-tailed)		
					of the Difference				
					Lower	Upper			
Pair 1	VAR00001	69.51667	7.79503	1.00633	67.50300	71.53034	69.079	59	.000
	VAR00002								

Based on the table 5, it describes that the value of sig. (2-tailed) is 0.00. If the value of sig. (2-tailed) is lower than alpha (α) ($0.00 < 0.05$), it can be concluded that there is significant difference between pre-test and post-test after giving treatment. It means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted. Therefore Running Dictation Method is significantly effective in teaching listening.

Conclusion

The data on finding shows that the use of running dictation in teaching listening skill is effective. It can be seen from the value of mean score of pre-test (66.13) is lower than the mean score of post-test (75.90). The result of paired sample t-test shows that the value of sig. (2-tailed) is lower than alpha (α) ($0.00 < 0.05$), It means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted. Therefore Running Dictation Method is significantly effective in teaching listening.

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