

RUNNING DICTATION STRATEGY IN TEACHING LISTENING

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2021 M / 1442 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor of Education Degree in English Language Teaching

On:

Thursday

28 January 2021

14 Jumada Al-akhar, 1442 H

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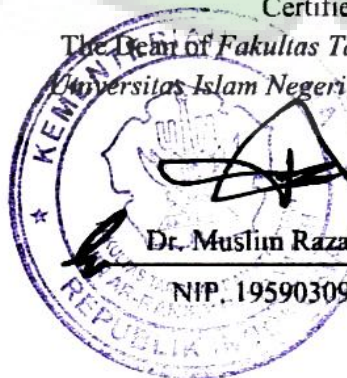
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Running Dictation Strategy in Teaching Listening

Adalah benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang Membuat Surat Pernyataan


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ACKNOWLEDGEMENT

In the name of Allah swt, the Beneficent and Merciful. Alhamdulillah all praises to Allah swt, the Lord of the world, The king of the King who has given me healthy, guidance, love, and blessing to finish my study at English Language Education Department and to accomplish this thesis. Shalawat and Salam to our prophet Muhammad saw, who has brought his *ummah* from the darkness to lightness, from *Jahiliyah* to *Islamiyah*.

This thesis would not be completed without helps, praises, supports, motivations, and suggestions from several sides. Thus, I would like to express my deepest gratitude and appreciation to Drs. Lukmanul Hakim, MA and Azizah, M.Pd as the supervisor for their valuable knowledge, time who have helped, guided, advised, and motivated me in completing this thesis. I want to thank to Nidawati, S.Ag., M.Ag who helped me to find the title for my study and encourage me for writing this thesis. I want to thank to all the leturers and staffs of English Education Department who shared their knowledge, dedication, experience, and encourage for me during my study in this department.

I would like to give my deepest gratitude for my parents, Mr. M. Yunan and Mrs. Ruswati who always supported, praised, motivated and guided me to finish this thesis. Additionally, thanks to my little sister, Vanisa Yunarwansa Putri who always be with me, supported and entertained me.

I want to express my thankful for all my friends Oya, Una, Uwe, Ocut, Asya, Dara, Sun, Siska, my beloved friends of SUGA BASE, my friends of TEN 2016 and people around me who have listened, shared, supported, helped, and motivated me in finishing this thesis. May Allah Allah blessed all of those people and reward them His heaven. Last but not least, this thesis far from perfect. Critism and suggestions are very appreciated in order to improve this thesis. Finally, hopefully, this thesis can give valueable contribution both for students and lecturers in English Language Education Department of UIN Ar-Raniry and give more infomation and knowledge for everyone. Aamiin.

Banda Aceh, Januari 18th, 2021
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ABSTRACT

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Thesis working Title : Running Dictation Strategy in Teaching Listening
Main Supervisor : Drs. Lukmanul Hakim, MA
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Keywords : Running Dictation Strategies; Teaching English Strategy;
Listening skills

The aim of this study is to know the procedure of running dictation strategy in teaching listening and to find out the advantages and the disadvantages of running dictation strategy in teaching listening. This research employs a qualitative research. This research also belongs to library research in gathering the data. In analyzing the data, the researcher used method of Miles and Huberman, there are 3 stages: 1) Data Reduction, 2) Data Display, and 3) Conclusion Drawing/Data Verification. The finding of this research shows that there are five procedures in running dictation, they are: first, prepare the suitable material depends on level of the schools, second, divided students into groups where each group has the runner and the writer, third, the runner read and memorise the sentence and tell to the writer, fourth, the writer must write the sentence as accurate as possible, fifth, students do correction. There are some advantages of running dictation strategy in teaching listening such as it can improve students' listening skill, it is multi-skilled activity, it enhance students' confidence, and motivation. While the disadvantages of this strategy such as it need much time to do, it is difficult to use for diagnostic purpose, and it can cause injury.

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CHAPTER I

INTRODUCTION

This chapter states the reason of conducting the research and include several points such as the background of study, research questions, aims of the study, significant of the study, and terminologies.

A. Background of Study

A strategy is very important for teachers in the teaching-learning process. Without the appropriate strategy, we will not achieve the aim of the teaching-learning process. The strategy defines as a plan, method, technique or series of activities designed by teachers and learners to achieves particular educational goals in efficiently and effectively (Nasution, 2017). A strategy is used to make the learning process better. Oxford (as cited in Erdogan, 2018) defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p.1477). Learning strategies are all about the techniques and tactics used in the process of learning a language. Language learning strategies are very important part of learning strategies. As a human being, we use many and different learning strategies while learning the language, some of those strategies are giving benefits, but some of them is not effective. There are many various

strategies in language learning, they are; Metacognitive strategy which helps learners to ensure that they can coordinate their language learning process. Affective strategies are concerned with learners' emotions, such as confidence, anxiety. Sosial strategies for increasing interaction with the target the language. Memory strategies use our mind to store information, Cognitive strategies are used to makes sense of their learning, and the Compensation Strategies is to overcome knowledge gaps to continue the communication. (Oxford, cited in Chuir and Khaur 2015).

In the listening classroom, in order to use those startegies, there are several activities or techniques that usually used by teachers. They are dictation, tape recorder, answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-Rom, listening to the radio, etc. (Nor, 2014). But in this study, the researcher only focusese on dictation strategy. According to Nation and Newton (2009) dictation is a strategy or technique where the learners receive some spoken input, hold it into their minds and write it down. They also stated that “even dictation is as a traditional teaching methods and its more testing rather than teaching, but it remains the value of teaching technique”. It means that even dictation is traditional, its not really it is. Instead of just simply sit and listen to the material explanation, the students can focus on form phrase, the level of the clause construction by holding them in short-term memory and repetition.

There are several types of dictation strategy, they are Running Dictation, Guided dictation, Peer Dictation, Completion Dictation, Perfect Dictation and

Unexploded Dictation. In this study, the researcher is focused on Running Dictation strategy. Running dictation is physically exerting activity in which the students dictate a text to one another, and brings a communicative, dynamic and energetic element to a lesson (House et.al T, 2011). According to Gustiani and Yulia (2018, p.78), running dictation is an activity that makes students feel more motivated in learning. It makes them contribute actively in the classroom because it was interesting and challenging. Running dictation carried students out of their seats and engages the four of English skills instead of one.

In this activity, the students not only listen to the passage by the speaker but also get fun in listening class. It is supported by Nurdianingsih and Rahmawati (2018) stated that running dictation technique can avoid boredom and it is not monotonous of helping the students. This technique will emerge joyful and interesting atmosphere in the classroom because students feel like playing a game while learning.

In the curriculum of 2013, the new paradigm of teachers and students is that students have to be more active in the classroom and the teachers have not a centred anymore, they just facilitator. It is supported Ababio (2013) stated that nowadays, the teacher is not only as a communicator but also a manager which has responsibility for creating the enabling environment for learning to occur. Running dictation strategy is one of strategy that makes students as a centred of learning and it can make the learning process fun and enjoyable. Learners can participate actively in the listening classroom and the teaching learning process will goes effectively.

Running dictation strategy in teaching listening has been discussed by several researchers in their research with different level of schools from elementary schools to university (eq, Musfirah & Yunus, 2019; Malikhah, 2019; Agustiani & Yulia, 2018; Zahro, 2018; Yuniarti, 2017). Most of them believe that running dictation in teaching listening is an effective way because it can improve students listening skill. Moreover, Agustiana and Yulia (2018) emphasize that running dictation in listening class is fun and enjoyable. It is a challenge for the students to make their partner in the group understand what they speak. In teaching listening, running dictation strategy can be done as the learners listen to the teacher voices by wishpering. The teacher dictate the sentences to the learners, they need to listen and memorise the sentences effectively so that they can tranfer it to their friends. It is repeated until the whole the passage has dictated (Destiana, 2019).

In Acehnese context, most teachers, either teachers to be or teachers, generally does not know what running dictation is, they still have no idea when someone asks them about running dictation. They also do not understand how to implement or the procedure of running dictation strategy, especially in listening. Not knowing the advantages of running dictation also make them use the monoton technique in the classroom that make students bored and not paying attention to the teacher instructions.

Therefore, the researcher interested in conducting further research about the procedure of running dictation in teaching listening and exploring the advantages and the disadvantages of running dictation in teaching listening by

analysing the journal and article related. It is hoped that the findings of this library research can enrich some additional information to the people about running dictation strategy. It is also hope that it can give benefit for teachers' and lecturers' in order to motivate them to choose an appropriate technique or method in teaching listening.

B. Research Questions

There are two research questions on this study, they are :

1. How does the procedure of running dictation strategy in teaching listening ?
2. What are the advantages and the disadvantages of running dictation strategy in teaching listening ?

C. The Aim of Study

The aims of this study are :

1. To know the procedure of running dictation strategy in teaching listening.
2. To find out the advantages and the disadvantages of running dictation strategy in teaching listening.

D. Significant of the Study

Based on the aims of this study, the result of this research is expected to give any information about running dictation strategy in teaching listening. This research will have significant study in 3 aspects.

For teacher it gives benefit or contibution in developing the best methode or technique in teaching learning, in which their method can be appropriate to

the students' need in the future. It is expected to give any information about running dictation strategy in teaching listening. They can apply this technique in the classroom in order to achieve the aim of teaching learning in teaching English. Because this activity is quite fun for students who might be bored in learning English.

For students, this study provides the information of running dictation strategy in teaching listening, so it can encourage them to increase their listening skill, solve the complex problem, critical thinking, and improve their motivation in listening.

For other researcher, as references or information in doing research through running dictation in listening subject because this study include several sources about running dictation strategy in teaching listening.

E. Terminologies

In order to avoid misunderstood on this study, the researcher have defined the definition of key terms which are follow:

1. Running Dictation Strategy

According to Case (2013, p.1) "Running dictation is a fun activity in learning listening, speaking, reading, and writing". It means that running dictation is game-based learning method and it will makes teaching learning situations fascinating. Hess stated that Running dictation is a type of dictation 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. After it, they back to their group to dictate the sentence, then the writer must write down what they heard as accurately as possible.

In this study, running dictation means a strategy that teachers use in teaching listening to make teaching and learning process better.

2. Teaching listening

Listening is the ability of learning a language. It gives the learners an information from what they heard. According to Richard et al. (As cited in Hwaider 2017) listening comprehension is the process of understanding speech in a second or foreign language.

Schlethy (as cited in Ababio 2013) defines teaching as an art of inducing students to so behave. “an art” means that the teachers must create situations to facilitate learning and motivate learners to have interest in what is being transmitted to them.

In this research the teaching listening means the process where the teachers use strategy or technique in teaching listening to achieve the aim of teaching and learning listening.

CHAPTER II

LITERATURE REVIEW

This chapter will provides with a literature review related to this study, such as Teaching Listening, Language Learning Strategies, Running dictation strategy, Teaching Listening and Previous Study.

A. Language Learning Strategy

Every learning process required a strategy to adapted to achieve the goals of the learning process. In language learning strategy, “what” to use and “how” to use is so important. Strategies define as a device, technique, method that use to acquire knowledge (Rubin, cited in Feleciya, Khan, and Zafar, 2015). Learning strategy is processes, techniques, approaches, and actions that students take to facilitate learning to recall the information. According to Hardan (2013) learners use language learning strategies to facilitate the acquasition of language and the use of information they receive, recall and store. Learners can choose the strategy that they want to use in learning. Oxford stated that the all of those strategies is not only for learning language, but also for another subject such as math, chemistry, biology, etc.

There are many various language learning strategies from different resources. As cited in Hardan, O’ Malley divided the main language learning strategies into three subcategorize, they are Metacognitive which deals with express executive function, and require planning, thinking about the learning

process as it taking place, monitoring of one's comprehension and evaluating learning after activity. Cognitive deals with specific learning tasks and involve direct manipulation of the material itself. Socio-affective strategies deal with social-mediating activity and transacting with others. Rubin identified three kinds of strategies which contribute directly or indirectly to language learning: learning strategies which include Cognitive learning strategies and Metacognitive learning strategies, communication strategies, and social strategies. Rebecca Oxford categorizes between direct and indirect strategies. Direct strategies require mental processing of the target language. There are three main groups of direct strategies: memory strategies, cognitive strategies and compensation strategies. Each group processes the language differently and for different purposes. Indirect strategies, on the other hand, support and manage language learning often without involving the target language directly. There are three groups of indirect strategies: metacognitive strategies, affective strategies, and social strategies.

All of those expert deals that language learning strategies include Metacognitive, Cognitive and Social Strategy, Affective Strategy, Memory, Compesation. And all of those learning strategies exist in the teaching activity that teacher used in the classroom.

Here are the explanation about various types of language learning strategies that learners employ to help them to learn a new language by Rebecca L. Oxford as cited in Alrefae and Abdul-Ghofour (2018) :

1. *Direct Strategy*

In direct strategy, there are three sub-categorises of language learning, they are:

a. Memory Strategies

Memories strategies are used for storing and retrieving new information. These strategies are techniques to remember more effectively, to retrieve, to transfer the information that is needed for use in the future. These strategies help students in creating mental linkages by grouping, associating or elaborating the sentence and placing new words into a context. This also helps them in applying images and sounds by using imagery, keyword, representing sounds in memory. This strategy can help students in reviewing well and employing action.

b. Cognitive Strategy

This strategy is applied for understanding and producing the language. This strategy includes Practicing, Receiving and sending the messages, analyzing and reasoning, creating a structure for input and output. For example the use of dictionary to find difficult words.

c. Compensation Strategies

Compensation strategies are dealing with limited proficiency in the target language. This strategy is used by learners to overcome knowledge gaps and continue to communicate in the target language. In real life, this strategy is usually used when we are missing what was said to us. These strategies help

students to write and speak by using linguistic clues to get the meaning due to lack of vocabulary.

2. *Indirect Strategy*

In this categorization, Rebecca L. Oxford divided this into three sub-categories, they are :

a. Metacognitive Strategies

Metacognitive Strategies can help students in centring, arranging, planning, and evaluating their learning. They can choose whether this strategy is suitable or not for them. They can evaluate it and choose the best one. It can make them in learning more controllable.

b. Social Strategies

Social strategy is used to increase students interaction with others as well as their empathic with learners. This strategies include asking question, cooperating with others, and empathizing with others which means become aware with others learners thoughts and feelings.

c. Affective Strategy

This strategy is helped students in controlling their emotion, motivation, attitudes, and values. It includes lowering anxiety, encouraging ourselves in learning process, and taking emotional temperatures. For example, students use laughter to relax and appreciate their achievement or using music in listening class.

Based on the explanation above, the strategy that teacher used in teaching learning process can be affected for those language learning strategies.

B. Teaching Listening

Listening is an activity that involves students to hear the main aspect. It is also a way to get information from the speaker. It is supported by Nunan who stated listening is an active, purposeful process of making sense of what listener hears. According to Hamouda (2013) Listening is an ability to recognize and understand what others are telling. This process includes understanding speakers' pronunciation, grammar, vocabulary and understand the meaning. It requires a person to receive and understand incoming information.

Listening is the way of learning a language. As defined by O'Malley, Charnot, and Kupper (as cited in Thao 2017), listening comprehension is “an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while reply upon multiple strategic resources to fulfill the task requirements” (p.434).

Based on the explanation above, the writer concludes that listening is the way to get the information that will transfer to the listener to make them able to respond. Therefore, this skill helps the students develop other skills of English, like speaking, writing and reading skills.

Listening is an activity that involves students' hearing as the main aspect. Listening is basic skill to development the language skill and it can be to support

the students to mastery other language skills, therefore, listening must be taught in language teaching learning in all levels.

1. Process of Teaching Listening

In teaching listening, there are two processes of teaching listening that have been defines of researchers. As cited in Gilakjani and Sabouri (2016) some researchers are interested in Bottom-up strategy and Top-down strategy.

The bottom-up strategy is text-based the students used linguistic knowledge to understand information. Bottom-Up processing refers to the process of understanding the information through the analysis of sound, sense of the word, and grammar (Mandarani, 2016). The Bottom-up strategy is to recognize and concentrate for specific details. Dictation, cloze listening, the use of multiple choice questions after a text, and similar activities that are require close and detailed recognition, and processing of the input are the excercises in bottom-up startegies.

Richard stated that by using exercise that develop bottom-up process help the learner to do such things as the following :

- a. Retain input while it is being processed
- b. Recognize word and claus devision
- c. Recognize key words
- d. Recognize grammatical relationships between key elements in sentences
- e. Use stress and intonation to identify word and sentence function

On the other hand, Top-down strategy is the use of schemata or knowledge learners to understand the information received. Top-down strategy refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up goes from language to meaning, top-down goes from meaning to language.

Top-down strategy is for predicting, listening for the main idea, drawing inference, and summarizing (Renukadevi, 2014).

2. Strategies in Teaching Listening

As mentioned in chapter 1, there are several activities that used in listening classroom. Andayani (2012) mention few fun strategies or activities in teaching listening, they are Tic Tac Toe activity, Dictation activity, Whispering activity. She stated that Tic Tac Toe activity is a simple activity that can make it ideal as a pedagogical for teaching. Since it used teacher's voices so it can help students to solve their problems with native speech.

Dictation has great benefits as an activity type, including the fact that students are active during and after the dictation, that it is good for mixed-ability and provides access to interesting texts. Another benefit is that it is a multi skilled activity, potentially involving listening, writing, reading and speaking. It is a great way to focus the attention of over-animates students or daydreamers at the back of the class. And for Whispering activity can solve students' difficulties to keep up the information from the text that they listen and to complete the listening task. It

can be used as an ice-breaker at events and as a fun game to see how language can evolve.

In this library research, the researcher only focuses on dictation for strategy in teaching listening. Because dictation can help students more aware about a little things in the text.

C. Dictation Strategy

1. Definition of Dictation

Dictation is an activity to write down something that someone says or reads out as it is being said or immediately after it is said. Wan Chai (2011) stated that Dictation is an activity that helps learners increas awarenness of phonological and phonics skilss, listening skills and writing skills. Dictation as a testing device of listening is effective since the test can check the students' proficiency in recognizing most of aspects of English through their listening skill.

Advantages of Using Dictation in the classroom, Jain as cited in Mentari (2018) stated that it can develop the habit of listening attentively to students, helps students to understand spelling and punctuation, understand the part of each sentence and word phrases, enables students to increas the habit of listening spoken language and getting used to the sound of English language.

2. *Types of Dictation*

According to an article about Dictation from journal English Teaching forum as quoted by Newton and Nation (2009, p.62) there are several types of dictation, which are as following :

a. Running Dictation

A short text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and other is the runner. The runner must read, memorize, and retell it to the writer. The runner must not write what they read. If emphasis in listening and speaking, the teacher can sit outside the classroom and tell the sentences to the students. Running dictation requires the students to write verbal sequences of material as spoken by a student or played back from a recording. If writing is to be avoided, then the sentences can be instruction to draw things spoken by the teacher to the runners, for example, For picture one, draw a man carrying five books and a bag of rice; For picture two, draw two girls kicking a ball and dog chasing a duck.

b. Guided Dictation

Teacher write some difficult words like noun, verb, adjective and adverb on the board in order to help the students to remember the sentences. So they can complete the sentence while hearing the audio.

c. Peer Dictation

Students work in pairs. Each person in the pair has part of the full dictation. The students read their parts to the other in order to complete the passage. This activity encourages negotiation of meaning.



d. Completion Dictation

The students are given a written version of the text (along with the spoken version) in which the written passage has certain portions left out. The examinees must listen to the spoken material and fill in the blanks in the written version

e. Perfect dictation

The teacher provides a fully transcribed passage, but with several errors. The students listen and identify (with correct) the errors. This activity focuses attention on detail: the errors may be grammatical or semantic.

f. Unexplored Dictation

In this type of dictation, the students are instructed to listen to a text, one or more times while it is presented either live or on tape at a conversational rate. Then they are asked to write from memory what they have heard. Their texts did not need to be exactly the same as the original text because they made use of their limited number of isolated words or fragments of sentences to reconstruct their version. Students were allowed to discuss, compare, seek help from peers and edit their texts before the final submission.

In sum, there are six types of dictation, they are running dictation, guided dictation, peer dictation, completion dictation, perfect dictation and unexploded dictation. In this study, the researcher focuses on running dictation as a strategy in teaching listening.

3. *Running Dictation*

Running dictation is a type of dictation. According to Wan Chai (2011) Running dictation is an activity for pupils who enjoy moving around and working in teams. They have to listen, and memorise a short text, tell the phrases or sentences to the other group member who will write down the text. Running dictation is an integrative learning activity which involves listening, speaking, reading and writing. Running dictation can build up their listening skill (Alex, 2013). It shows that, running dictation as an appropriate technique in teaching learning listening.

According to Cave as cited in Malikhah (2019, p.24) there are some procedures in running dictation, place some paper of written sentences on the walls of the classroom or a large space like a school hall. The class should be divided into small groups and number each group according to the number of the paper that place on the walls. Ask each group to choose the runner who will go to their paper on the wall and memorize the sentences on it. Suggest the other member of the group to become a scribe or writer who will write down the sentences. The first group who can write down the sentences correctly is the winner.

Based on explanation, the writer concludes running dictation is an activity that the students work in pairs, they have to listen and memorise a short text and tell the sentences to the other member of group who will write down the text.

As mentioned in chapter 1 that running dictation can be used in all of English skills, Running dictation can also be used in many level of schools. It is supported by Aini (2015, p.27) said that Running Dictation is an easy and fun technique which is suitable for any levels. It started from elementary school to university. The previous research about running dictation in elementary school entitled "Teaching Writing by using running dictation activity for elementary schools students" was done by Zulraudah (2014). They use this strategy to increase students' writing achievement, she stated some steps in doing running dictation.

a. Preparation.

In this part, teacher need to prepare text or sentences that will used. It can be in form of descriptive text or another text genre. If it is descriptive, it can describe anything such as apple, tree, animals, etc. The material must be adjusted to the abilities of students in elementary schools. Teacher also need to prepare pictures or video about descriptive text to make them get the basic knowledge about descriptive text. The material can be taken from internet or creted by teachers. And it include pictures and the text for helping students understad the sentence. They need to prepare another video that consist things that will be described. Ask students one by one about what they see in the video. It can make teachers know how far they understand the material. Teachers need to pin up around the classroom wall the chosen text as many copies according to how many group the have.

b. The Activity

Next step to do is explaining the activity. Students are divided into four to five groups. Runner and writer are needed in this activity. As soon as you say start, the first runner of each group goes to the wall where text of each group has been pin up. They have to memorise the text as much of the text as they can. After that, they running back to the group and dictate it to the writer. The runner must not write the text. If all of the text has been dictated, they have to check the whole text, compare to their work. Check the grammar, the punctuation and the spelling. When all of the group has finished their work, the teacher ask them to rewrite the text from their memory to see how much they can remember.

c. Evaluation

Students answer some questions about the text individually and the teacher will asks students understanding by asking them about the text one by one. Last one, the teachers will do such a dictation task by saying several words and ask students to write them individually in order to get know whether they are understand about their material.

And the result students can work together because this activity involves work in goup, they can help each other which means it improve their social-affective strategies. Teacher also can see which group that worked together and more correct in writing the text.

D. Previous Studies

There are some previous studies which are similar or inline about *Running Dictation Strategy in Teaching Listening*. Here are some of the previous that have been summarize by researcher. It can be used as a guidelines for researcher to make something new and give the information to the readers about Running Dictation.

The first study was “The Implementation of Running Dictation Media to Teach Listening in the Eight Grade Students of SMPN 1 Prigen” by AP Mayang Sari, Faculty of Teacher Training and Education, Univeristy of Muhammadiyah Malang, 2017. This study focused on how the implementation of running dictation media, the teacher’s problem and how to cope the problem with teaching listening using running dictation media in the second grade students of SMPN 1 Prigen. And the result of this study showed that the problems faced by teacher when using this media were pronunciation, grammar, students’ motivation and the ways of applying the media. To cope with the problem, the teacher were consulting the dictionary, practicing English everyday, sharing with other English teacher.

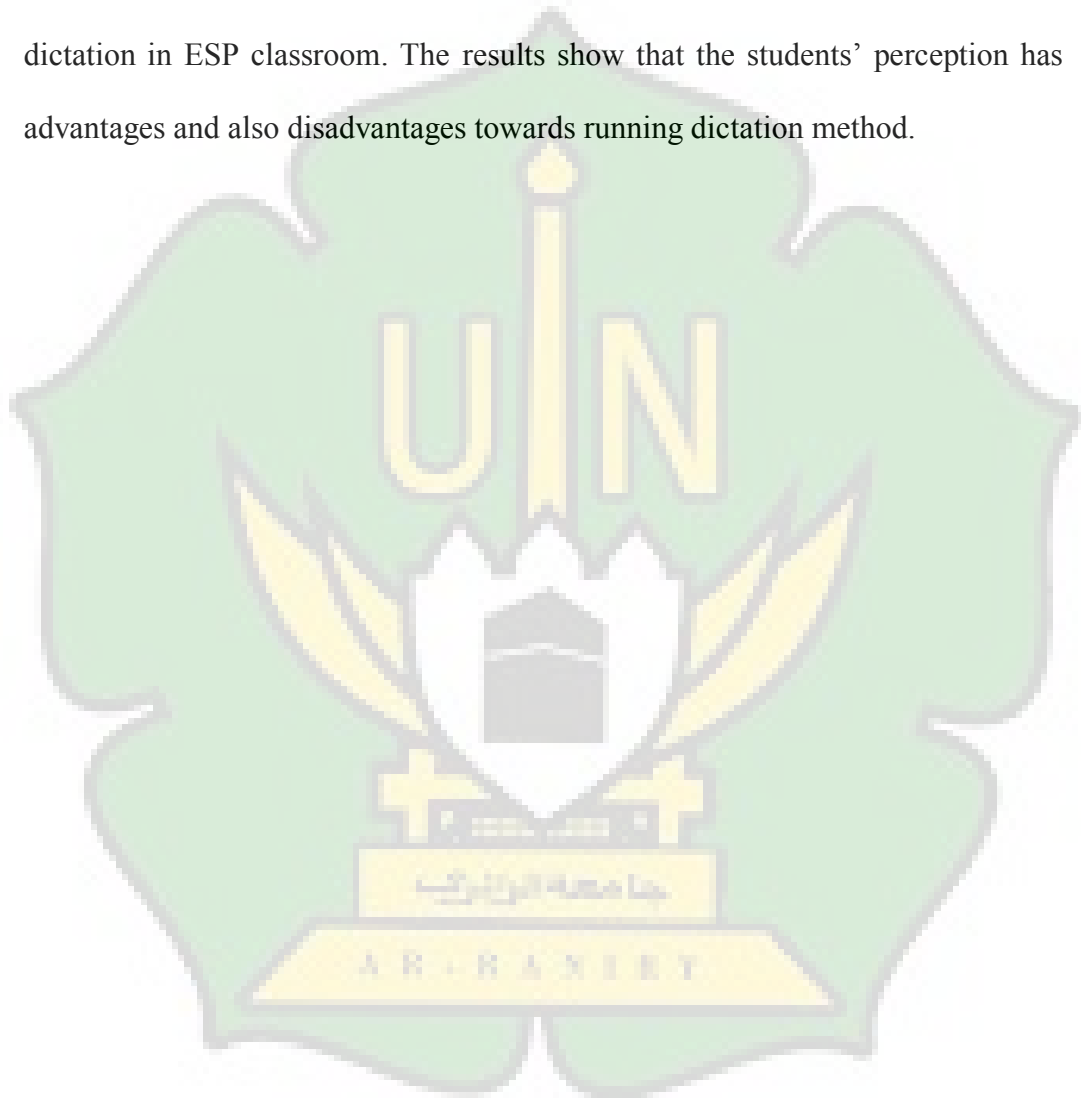
The second study was “Running Dictation Technique and Learning Motivation: Their Effects on Students’ Listening Comprehension Achievement” by Merie Gustiani and Heny Yulia, Faculty of Teacher Training and Education, Univeristy of Baturaja University, Palembang, 2018. This study was aimed at investigating the effects of running dictation toward students’ listening comprehension achievement viewed from their learning motivation. The result

of this study was showed that running dictation was succesfully improved students' listening comprehension achievement, there were significant difference of achievement between expreimental and control group. Meanwhile the ANOVA result showed that there was no interaction effect between techniques usd and learning motivation on their listening comprehension acheivement.

The third study was done by Rahimi, *Asial EFL Journal*, 2008 entitled "Using dictation to improve language proficiency". This study investigates the effect of dictation with 65 EFL learners to see if it helps them improve their language proficiency. The results showed that experimental and control groups showed improvement in their performance on the whole proficiency test. However, with respect to the components of the test, the experimental group showed improvement in grammar, vocabulary, reading, and listening comprehension, while the control group showed improvement just in the vocabulary section of the test.

The fourth one was "The Use of Running Dictation In Teaching Listening Skill At The Sixth Semester of Cokroaminoto Palopo" by Yunus and Musfirah, Cokroaminoto Palopo University, 2019. This study aims at finding out whether Running Dictation Method is effective in teaching listening skill at the sixth semester of Cokroaminoto Palopo University. The result of the study shows that Running Dictation Method is effective in teaching listening and has significantly effective in teaching listening at the sixth semester of Cokroaminoto Palopo university.

The last study was done by Indah, IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 2019 entitled “Students’ perception On Running Dictation Method In Esp Classroom”. This research is intended to find and describe students’ perception about running dictation in ESP classroom. The results show that the students’ perception has advantages and also disadvantages towards running dictation method.



CHAPTER III

METHODOLOGY

This chapter will explain the method adopted by this research. It provides the research design of this study, the technique of Data collection and the technique of data analysis.

A. Research Design

The research design of this study is using descriptive qualitative research because the researcher focuses on investigating the procedure and finding out the advantages of running dictation strategy in teaching listening. According to Creswell (2014) Qualitative Research is intended an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. By using a qualitative research methodology, researcher wants to collect richer information and get more detailed picture of issues, cases or events. The research design used to explain the phenomena is descriptive research.

The researcher chooses the qualitative research because the data in this research were collected from journals, books, articles and previous research related to this study which means the data in word forms. Qualitative research is descriptive which the data is collected from words or picture rather than numbers. Qualitative also can be used to explore why and how of a situation, not only what, where, when. It can explore the sources deeply. Thus, it is the reason of choosing this design because it is most suitable for this research.

B. Technique of Data Collection

The technique of data collection is used to answer the research questions. In this study, the technique of data collection used is library research with documentation. According to Sari and Asmendri (2020) Library research is research that used source from library such as book, journal, article, note, and previous research related to the study for collecting the data. It is not only to collect the data but also can be used to analyze the data. In this research, the researcher uses some sources such as book, journal, article and previous research that related to the study. By using library research, we can reach the data easily without any limited time and space.

Because of this study focuses on how the procedure of running dictation in teaching listening and find out the advantages and the disadvantages of running dictation teaching listening based on several previous research, in collecting the data through documentation, the author employs several steps, which are finding all sources related to this study, reading the sources, underlined, understanding, and analyzing the important things from sources as the information that can be used to answer the research questions of this study. All the data related to this study that has been collected is discussed and the information were being selected and used in the process of making analysis.

C. Technique of Data Analysis

The data from library research are analyzed to answer the research questions. In this research, the researcher uses technique of data analysis by Miles and Huberman, they are data reduction, data display and drawing conclusion/verification (Mirshad, 2014).

The first step to do in analyzing the data is reading and identifying the procedure of running dictation that have been used and discussed by several researcher. The writer analyzes the data based on the purpose of the study which are to know the procedure of running dictation in teaching listening and find out the advantages and the disadvantages of running dictation strategy in teaching listening. Second, after analyzing the data sources the researcher transcribe the data. Third, the researcher reduce the data to choose which data is essential and useful for this research. After analyzing the data, the researcher make a conclusion and judgement based on the data from sources.

CHAPTER IV

DISCUSSION

This chapter present the discussions of the research to answer the research questions mentioned in chapter 1. The data obtained through library research by exploring the journals, books, articles, previous study related to this study, explained descriptively and followed by discussion to support and provide the explanation correhently.

A. The Procedures of Running Dictation Strategy in Teaching Listening

Running dictation strategy is variation strategy or activity for teaching English skills where students can work in a group, listen, read, run, tell to their groups and write the sentences that they have heard (Zaulraudah, 2014). It is a well-established ESL/EFL activity which is somewhat different from the teacher fronted model that people may have in mind, and far more engaging (Milne, 2014).

In short, running dictation is an activity worked in group that engaged students out of their seat and engaged students' ability to recognize the words even for specific details.

It is important for teachers to make some preparation and get to know the procedure before they are going to use this strategy. As cited in Aini (2015) the procedure of running dictation in generally can be done with:

- a. Prepare some copies of text
- b. Divided students into groups.
- c. Put the copies of the text on the wall.
- d. Give a role to students as a writer and the others are runners in every group.
- e. First runner has to run to the wall and read some sentences on the text.
- f. After the first runner tells about some sentences he has read to the writer
- g. In the end of doing this technique, every group must do correction between their writing and the original text.
- h. Students are asked to create their own text based on their version.

As stated in chapter 2 that running dictation can be done with different level of the schools, the reason of it is because students need a fun, interesting, challenging, and motivating learning technique, and running dictation is a type of activity that can meet students' need.

Here are some procedures of Running Dictation Strategy in Teaching Listening that has been discussed by several researchers on their research in diferent level of schools :

- a. In elementary schools

In chapter 2, Zulraudah has been discussed the procedure that implemented in elementary schools, they are: prepare the material include paper and videos about descriptive text, arrange students into groups, choose

the runner and writer from each group. The runner runs, reads, memorises, tells the text to the writer, and the writer writes down the text. After that, they do some correction to the original one.

Teachers can follow the steps above and can change the activity. Instead of rewriting the descriptive text, the material can be about Nouns, Verbs, Vocabulary, Greetings, etc. Teachers can whisper to them the text and they can draw about it. For example, teacher says draw a book on the table, the runner remembers it, tells to the writer, and the writer draws the book on the table.

b. In Junior High Schools

To improve students' listening skill in junior high school, where the students find it hard to write the sentence they have heard, lack of vocabulary and not used to listen the correct English word and pronunciation, Malikha (2019) discusses the procedure of running dictation as follows :

1) Prepare

Teachers ask the previous material before starting new material which are prohibition and obligation, and suggestion. Ask what they know about the material in order to know their knowledge about it. Prepare short video and paper which contain the sentences of the material. Students are asked to watch the short video to know about the expression on prohibition and obligation, and suggestion to something. Teachers need to prepare the worksheet, an uncompleted dialogue.

2) The Activity

Teacher explain the material and the rules of running dictation where each group has the runner and writer. They are divided into groups. The students have to complete the dialogue on their worksheet based on the sentences placed on the wall. They need to arrange the dialogue into a good dialogue because the dialogues were still jumbled. Their role as the runner and writer was done after they complete all of the dialogue.

3) Evaluation

After students complete the dialogue, they have to compare their worksheet with the sentences. They need to check the grammar and correct sentences. After it, the teacher asked one representative from each group to read aloud their dialogue in front of the class. And the last, they are going to take a test about the material.

Meanwhile Zahro' (2018) uses recording by native speakers about recount text. After doing some preparation, explain briefly about the material and set students into groups, the next step she mentioned was applying technique based on the teacher's instructions. The teacher is awarding 20 points to the group who finish first, 15 points to the second group, 10 points to the third group, 5 points to the fourth and fifth group. After doing the Running Dictation, the students are asked to check their work for its grammar. Students need accurately the same word as the original sentence. The students compare their work with the original sentences and make any

necessary corrections. Then classifying the sentence into sub skills of micro skills. The last one is evaluation. The teacher gives the test based on the sentence has been dictated before. The teacher also asks to do pair correction to check the answers of the students. Teacher did the evaluation with multiple choice about recount text consist 20 questions.

Based on the explanation above, it can be conclude that those procedures can both improve students listening ability.

c. In Senior High School

Asmoro, Hasan, Kadaryanto (2013) on their research about increasing students' listening achievement, where the students are not able to predict the sounds, intonation, stress from the speakers, they have discussed running dictation with the procedures; First, preparing class by greeting the students and checking the attendance list and prepare the materials such as new word, similar sound and simple past. Second, explain about running dictation, the rules of activity where in running dictation activity they need to make five group. There was the runners and writers in each groups. The group who can finish the game quickly and write the sentences correctly would be the winner. Explain about listening sub-skills of micro skill and explain about the material as well. Third, do running dictation activity outside the class in order the students can do the activity freely. Fourth, the runner start to run into some place where the sentence and recording have been prepared. Each runner took the paper and read the sentence on the paper while they were listen to audio in order to know how to pronounce. After that, they run to

their group to dictate it. The last one, after they done the activity, they switch their work to their partner and correct the mistake and the teacher gives feedback to them, they do a test in order to check their listening comprehension. The teacher can give multiple choice to the students related to the material.

Since English has words with same sounds but different meaning, by applying the procedure above, it can make students more aware about the intonation and stress of the new word. As a result, their achievement in listening is increasing.

d. In University

Running dictation is an effective way to teach listening. This is proved by Yunus (2019) who done research about whether running dictation as an effective strategy or not, with procedure : Giving pre-test in order to know students' listening achievement, prepare the material that is suitable for students in university, explain the running dictation startegy where students are devided into groups and each group has runner and writer. The activity takes the form to relay in which the first runner reads the first sentences of short text and then runs to another and tells them what they have read. This activity repeated until of members have becomes runner and writer.

Meanwhile Gustia and Yulia (2018) wants to see the effect of running dictation of student listening achievement viewed by their motivation in learning English. The students are difficult on word recognitions that makes them undeveloped vocabularies that affect their achievement. Because of that,

they discussed the procedure of running dictation, they are prepare the sentence that will be used in the classroom for running dictation, do pre-test in order to know their listening comprehension, divided students into groups depends on how much sentences have been prepared. The students from each group need to be the runners and the writers. The runner runs where the sentences have been prepared, tell to the writers and the writer have to write it as accurately as possible. After doing running dictation, teacher gives multiple choice about the material in order to know students' listening comprehension.

Following on the procedure above, it can be conclude that running dictation is an effective way to apply in teaching learning process.

B. Advantages of Running Dictation Strategy in Teaching Listening

Running dictation strategy in Teaching listening has many advantages. The advantages are both for teacher and learners. Here are the advantages of using running dictation strategy in teaching listening based on several researcher in their research.

1. Improve students' listening ability

Lots of researchers emphasize that running dictation strategy can improve students listening skill and affect to their achivement. Izza (2015) proved that running dictation strategy can improve students listening skills. Another researcher that agree with statement above is Yunus (2019) stated that Running

dictation has significant improvement in listening ability. Because of students' listening ability is increasing, it is affect to their achievement in listening as well. It is supported by Malikha (2019) stated that running dictation can improve students' listening skills and achievement. So it can be conclude that running dictation is an effective startegy to increase students' listening ability.

2. Multi-skilled activity

Running dictation strategy is not only can improve students' listening skills, but also can improve another skills such as speaking, reading, and writing. It is happen because running dictation is a multi-skilled activity that potentially involving all four language skills in integrative way (Andyani, 2012; Hughes, 2015; Milne, 2014).

3. Enhance students' confidence and motivation

(Indah, 2019), (Yuniarti, 2017) agree if running dictation can enhance students' confidence and motivation. Sometimes students' achievement is lower because they have lack motivation in doing or learning something or the strategy that teacher used is boring. Running dictation is a fun strategy in teaching listening. It makes learning fun, interesting, and not boring.

4. Students more active and aware about the correct sentences

Lightfoot (2013) stated that by applying running dictation in teaching listening, students more aware about the correct sentence that gives them the opportunity to notice the phonic sounds, features of pronouncing such as weak

forms, linking and ellision. Because of they are aware with such those little things, it makes them practice the concentration and memory. It also help them to combine and interlize the students' auditory forms and visual ones by requiring them to translate sounds into forms and forms into written forms that can help learners to improve their listening comprehension, spelling, pronounce, and vocabulary.

In curriculum 2013 where students are asked to be more active in teaching learning process, running dictation can makes the classroom filled of joys and make the atmosphere lively that makes students more active and enthusiastic in contributing the teaching learning process. Pilot (2013) stated that running dictation can make students active during and after exerceice.

As a result, the teaching learning can goes well, the goal of it can be achieved cause it gives high contribution to the effectiveness of teaching learning process.

5. As a flexible startegies

There are reasons why running dictation called as a flexible strategies. Running dictation easily can be transfered from the ESL to literacy classroom and appeal to students with a variety of learning styles. It can easily attract meaningful and relavant to the students. It is easy to adjust the level difficulty up and down depends on the text used. It can be apply in elementary schools up to university. In applying running dictation, no need to spend more money cause its cheap and low preparation activity (Milne, 2014, p.1)

C. The Disadvantages of Running Dictation Strategy in Teaching Listening

Every strategy that is used in teaching learning process has its advantages and disadvantages. Here are some the disadvantages of running dictation in teaching listening that has been discussed by several research :

a. Time consuming

In running dictation strategy where students work in group, read, memorise, retell the sentences or word to the writer make this strategy need much time to do because students have to spell the text correctly (Mutmainnah, 2017). The length of the word groups, pauses, the speed at which the text is read also the reason that makes this strategy need much time to do (Mentari, 2018).

b. Difficult to use for diagnostic purpose

Madsen as cited in Malikha (2019) stated that running dictation is difficult to use for diagnosis purpose. It is happen because running dictation combine listening and writing, reading and speaking.

c. Can cause injury

Indah (2019) on her research stated that running dictation strategy can cause injury. As explained about the procedure above, lots of researcher give a reward to the groups who can finish the activity first, it makes them run very fast and sometimes it makes students feel exhausted and get an injury.

D. Discussion

In teaching listening, teachers need an appropriate strategy to teach effectively and efficiently. The strategy that teachers and learners used is effected to the goals of teaching-learning. It is supported by Rustam, Harman and Weda (2015) stated that the succes in learning a language is influenced by the strategies that the learners used. It seemed undeniable that foreign learners should be equipped with appropriate strategy. Learning strategies relate to the ways that the teacher chooses to deliver material and make it easier for students in achieving goals.

As mentioned in chapter 2, Rebecca L. Oxford mentioned six strategies in learning. They are metacognitive, social, affective, cognitive, memory, and compensation strategies.

Metacognitive, Social and Affective strategies are included in indirect strategy. Metacognitive strategies have the function for general management of learning, it involves concentrate on centering, arranging and planning, and evaluating learning. In this startegy, students choose the appropriate strategy that they can use because students know how to learn, how their learning abilities and modalities, and know best learning strategies for effective learning. If they think the strategy that they use is not effective, they can change the strategy when necessary. For example, when students followed test that given by the teacher, they might asked with theirsself that ‘what is the aim of I am following this test?’ ‘am I just follow this becuase I want to get the good score or I want to get the best score?’ by asking these questions to theirsself, students can set their goals. When

the teacher gives them a topic that going to be tested, they talk to theirself ‘what kind of questions will appear with this topic?’ ‘why I do not understand this topic yet?’ ‘what kind of strategy should I used to understand the material well so that I can achieved the best score and pass the test?’ ‘do I more enjoy memorise the material?’ ‘or do I more enjoy using mind mapping?’ by asking those questions, students can centering, arranging, planning and evaluating their learning.

Social strategy deals with increasing students’ interaction with others, either with friends or teacher, as well as their emphatic understanding. Social startegies can be done with asking questions for clarification or verification and for correction. For example when the learners wants to clarify something and they misheard what was said to them. And then they ask ‘could you repeat..?’ ‘what does ... mean ?’ another example about asking for correction is when we speak, we ask native speakers or teachers to do correction about our speaking or writing to avoid misunderstood. This strategy can also be done with cooperating others. It could be with pairs or with teachers. And the last one is with emphatizing with understanding others culture and feelings or thought.

Affective startegy is about students emotion and motivation in the classroom. As stated by Baltateanu (2016) that affective strategy is important for preparing learners both from emotional and attitudially for learning process. It means that the affective strategy to make learning process better. This startegy is all about self-confidence. Decreasing all of students negative feelings such as anxiety, fears, not confidence, etc. In doing this activity teachers can use music or laughter to make the classroom environmental more enjoyable and relax. Making

positive statement and give reward to them, can make them encourage themselves. They can share their feelings with someone else. For example like they do not understand the material well and they feel frustrated about it, by discussing their feeling to someone else, they can take their emotional temperature.

For direct strategies, Oxford mentioned Memory, Cognitive, and Compensation strategy. As stated in chapter 2, Oxford in Alrefaee and Abdul-Ghofour (2018) defines that memory strategy is for storing and retrieving new information. It helps learners to remember effectively. The students use this strategy with utilize the prior knowledge and learning experiences.

Since this is memory strategy, the learning process of this strategy uses memory. To make the memory stronger, teacher can help students in creating mental linkages by grouping, elaborating, places new words into a context. Students also can applying images and sounds by using imagery, semantic mapping, using keywords, and representing sounds in memory. They can reviewing well and employing action by using physical response or sensation or mechanical techniques. For example before start new material, the students were asked by teacher about their previous material. Like an imagery, teacher can ask them about the new word they have, they can grouping the words based on their categorize such as noun, verb, adjective, etc.

Cognitive strategy is all about our mind, our brain, our intelligence. Cognitive strategy include practising, receiving and sending the messages, analyzing and reasoning, and creating a structure for input and output. This strategy enables students to interact with the material by manipulating it mentally,

such as translating and transferring, summarizing and taking notes on important information to be remembered.

Compensation strategy used to solve the knowledge limitation problems both to understand and to produce the language. The aspects of this strategies are guessing intelligently with linguistic clues or other clues. Linguistic clues can be derived from his knowledge of the target language or the target language the learners may be familiar with. For example when a learner who understands what speakers say is going to the movie theater when there are words like popcorn, movie, tickets, etc. Another example like the words step mother and sister, prince, castle, glass shoes and 12 am. They go to understand if the speakers talk about Cinderella. Using another clue beside linguistic clues is also useful for learners. They can use body language, facial expression, etc. Overcoming limitation can be done with gesture, switching to mother tongue, getting help, selecting the topic, adjusting or approximating the message, coining words or creating new words, and using circumlocution or a synonym to convey message. For example, students ask "how to say ...?" when they have lack of vocabulary about something. They also can use the word they are familiar with, such as drink for juice, fruit for pulp, flower for jasmine.

Since strategies are all about the tactics, techniques and activity that teacher used in the classroom, in teaching listening, running dictation is a type of dictation that teachers used in the classroom as a learning strategy or activity.

In this study, the researcher found some of the procedures of running dictation that has been discussed by several researcher. As mentioned in research

findings above, the procedures are: First, prepare the papers contain the sentences about the material that is suitable for students and pin it up to the wall. Second, divided students into groups. Third, each group must have the runner and writer. Fourth, the runner run to the place where the paper take place and read, memorise the sentences. Fifth, the runner go back to groups and transfer it to the writer. Six, the writer write down the sentence that he or she heard. Seventh, after all the sentences have been dictated, the students compare their work with the original one to correct the grammar.

Because of running dictation has advantages and disadvantages in teaching listening, the teacher have to use another strategy combine with running dictation in order to make the learning process better. They can use all of those language startegies combine with running dictation or just one to three startegies. Most of the researchers used cognitive strategies and metacognitive startegies in using running dictation for pre-activity and after-activity. It is supported by all the researcher above. For example, the study was done by Zulraudah (2014), who combine running dictation strategy wtih cognitive on her research, she said that teacher ask students to watch videos and pictures include text about descriptive text to make them get basic knowledge about the material. And prepare another video and ask them what they see in the video to know how far they undertand the material. Another researchers are Yunus (2019) and Gustiana and Yulia (2018) who was combined the running dictation with cognitive stratgey in order to know students prior knowledge.

And for after-activity, all of the researchers give post test to the students in order to know how far they understand the material by giving multiple choice, fill the blank, or arrange the sentences. It can encourage students to evaluate the best strategy for them. Whether they more enjoy in memorising or mind mapping the material.

Basically, in running dictation already use social strategy, affective strategy, and memory strategy. It is mentioned in the procedure of running dictation that students works in group, run, read, memorise, tell the sentence. But to achieve the advantages of running dictation, the teacher should use another strategy such as cognitive startegy. As a result, the researcher found some advantages in running dictation in teaching listening, they are: First, Improve students listening ability. Many study has been conducted to prove this statement. Yunus (2019), Izza (2015), Zahro' (2018) and Malikha (2019) proved that running dictation can improve students listening ability that can affected to their achievemnt. It is shown from t-test that students pre-test is lower that post-test.

Second, Multi-skilled activity. Running dictation is not only can improve students listening skills but also other skills such as speaking, reading, and writing. It is happen because in running dictation, students not only listen to what the speakers are saying, but they also read, transfer to their friend which involves speaking, and write the sentences. It is supported by Huges (2015) stated that running dictation can develop all four language skills in integrative ways.

Third, Enhance students motivation and confidence. Hart, as cited in Zahro' (2018) stated that running dictation can galviness the sleepy class. It

means that running dictation can make class environmental fun and enjoyable. It is not only fun and enjoyable, but also makes students challenge when they have to try to remember the sentences and try to transfer it to their groups members. Because of its challenges, it helps students practice their cooperation and it can increase their socio-affective. Since it was fun and makes students have confidence in doing the activity, students more have motivation in doing this activity that can motivate them in learning listening and other skills. It can solve the problem of students' statement that listening activities was boring. And running dictation is also such a great way to focus the attention.

Fourth, Students more active and aware about the correct sentences. According to House et.al (2011) Running dictation is physically exerting activity in which the students dictate a text to one another, and brings a communicative, dynamic and energetic element to a lesson. It means that in doing running dictation, students are asked to write the sentences as accurately as possible. As a result, it can foster unconscious thinking to be more aware about the correct sentence, and the students can understand the material that given as well. At the end of this activity, the teachers give students the reward for whom can finish all of the sentence first. To achieve the goals, the cooperation of groups is very important.

Fifth, as a flexible strategies. This advantages appear because running dictation can be applied in many level of the schools, it start for elementary to university. Since metacognitive strategy helps students to find out their best way to learn, this strategy can easily be appeal to ESL/EFL with variety of learning style.

Despite of advantages, running dictation in teaching listening also has disadvantages. First, running dictation strategy is time consuming. As found in research findings, the reason of this statement is because in doing running dictation students must read and memorise the sentence. But some of students still do not know how to pronounce the word correctly, hard to write the sentence they have heard, lack of vocabulary and not used to listen the correct English word and pronunciation, make them spend more time in reading and memorise the sentence to send the accurate sentence to the writer, and the writer also has to write the sentence as accurately as possible.

Second, it is difficult for use to diagnostic purpose because it combine four strategies instead one. So the teachers is difficult to find out the strenght and weakness of students' ability in specific skills as long as the running dictation were applied.

Third, can cause injury. As we know, running dictation is an activity that engage students get out of their sit and run to the place where the paper include text and recoding have been prepared. The place that the sentence pin up is not only in the classroom, but it could be out side the classroom. Because of running, the students might feel exhausted and they will get injury.

CHAPTER V

CONCLUSION AND RECOMENDATION

In this chapter present the conclusion and recomendation from a whole discussion about The Procedures of Running Dictation in Teaching Listening and The Advantages and Disadvantages of Running Dictation in Teaching Listening.

A. Conclusion

Based on the discussion about the procedure of running dictation above, it can be concluded that the procedure in all of levels of the schools has no significant different. The only that makes it different is the media that they use, the material, and how they evaluate students' ability depends on level of the schools. All of the level of schools, elementary to university use the same steps or procedure in running dictation startegy. It start from selecting the suitable material, deviding students into groups, deciding the runner and writer, etc.

There are many advantages of running dictation in teaching listening, it can improve students' listening ability, multi-skilled activity, enhance students confidence and motivation, can make students more active and aware about the correct sentences and it is flexible strategies

While the disadvantages of running dictation in teaching listening are time consuming, difficult use for diagnostic purposes, and can cause injury. To avoid the disadvantages of running dictation and to get the advantages of running dictation in teaching listening, teacher can use another startegy that can combine with running dictation, such as cognitive, compensation, and memory startegy. For example in order to

avoid those problems in time consuming, teacher can use short sentence related to the material and school level.

To avoid the difficult to use for diagnostic purpose problems, teacher can use a task that more emphasises in which skill teacher focuses and wants to develop. For example give tasks that the previous researcher use, such as multiple choice, fill the blank, arrange the text. As stated by Newton and Nation (2009) If the emphasis in listening and speaking, the teacher can sit outside the classroom and tell the sentences to the students. If writing is to be avoided, then the sentences can be instruction to draw things spoken by the teacher to the runners, for example, For picture one, draw a man carrying five books and a bag of rice; For picture two, draw two girls kicking a ball and dog chasing a duck.

To avoid the injury problems, the teacher can change the method, instead of running, the method can be change to walk faster.

B. Recommendation

Some recommendation is provide based on the research result. For teacher, the researcher hopes that the result of this study give them more information about some strategies in teaching listening especially running dictation in teaching listening, how to apply this technique, why to use this strategy, and how to avoid the disadvantages of running dictation in teaching listening. Because there are a lots of advantages of running dictation in teaching listening. So they can best strategy to apply.

And the result of this study also can be used for another futhure research to enrich their information about running dictation in teaching listening when using the same strategy in teaching English because in this study has a few resources.



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