

STUDENTS' PERCEPTIONS ON THE USE OF RUNNING DICTATION TECHNIQUE IN LISTENING CLASSROOM

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Abstract: Running dictation, a variation of dictation technique, is considered as a motivational teaching technique since it encourages the students to move around and work in groups. It offers a dynamic atmosphere during the listening classroom. The students were asked to read and memorize a short text, tell the phrases / sentences to the other group member who will write down the text. This study aims to describe the students' perceptions on the use of Running Dictation Technique in listening classroom. 25 students of English Education Study Program participated in this study. A questionnaire consisted of 30 questions was administered to the sample of the study at the end of the classroom intervention using this technique. The results showed that mostly students agree that running dictation was beneficial to help them improve their spelling, pronunciation, and listening comprehension.

Keywords: *Running Dictation Technique, Listening Classroom*

Listening has an important place in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise. It is because listening awakens awareness of the language as it is a receptive skill that first develops in a human being. Learning to listen to the target language improves language ability (Renukadevi, 2014). Furthermore, Celce-Murcia (1991, p. 105) in Kiany and Shiramiry (2012) states, "the importance of listening comprehension in language learning and language teaching has moved from a status of incidental and peripheral importance to a status of significance and central importance". Jafari and Hashim (2015) in Gilakjani and Sabouri (2016) emphasized that listening is a channel for comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening. Yonezaki (2014) describe that there are 3 processes of listening that a person usually takes; (1) the listener perceives sounds; (2) the listener decodes the forms he/she perceived, recognizing them as certain linguistics forms; (3) the listener decodes the forms he/she recognized, this time comprehending the meaning of forms.

However, students encountered many problems in listening comprehension. Brown and Yule (1983) in Nunan (2000) describe that there are four clusters of factors which can affect the difficulty of oral language tasks. These relate to the speaker (how many there are, how quickly they speak, what types of accent they have), the listener (the role of listener- whether a participant or eavesdropper, the level of response required, the individual interest in the subject), the content (grammar, vocabulary, information structure, background knowledge assumed), support (whether there are pictures, diagrams, or other visual aids to support the text). In addition, Hamouda (2013) explains that factors causing students listening comprehension problem were categorized into different sources including problems related to the listening text, listening problems related to task and activities, listeners problems related to the listeners and lecturer's teaching methodology.

Teaching listening needs more attention in order to develop students' language. In some cases of the language classroom, listening was considered to be the most difficult language skill for students because it needs more attention and concentration to comprehend the material that included understanding dialogue and monologue text (Asmawati & Darti, 2017). Therefore, a motivational teaching technique is required to improve the students' listening comprehension ability.

Running dictation was believed beneficial to create a dynamic atmosphere and easy to implement during the listening classroom. Hess (2001) describes that 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. Additionally, Milne (2014) describes that there are some reason why running dictation is easy to use in listening classroom; (1) It can easily be transferred from the ESL to the literacy classroom where its student-centred nature, and appeal to students with a variety of learning styles means it is often very successful; (2) It is a multi-skill activity which integrates the macro-skills of speaking, listening, reading, and writing; (3) Numerous variations allow the teacher to focus on different skills within the activity; (4) It is very easy to adjust the level of difficulty up or down; (5) It's inclusive; in mixed ability classes, students can take part in the same activity at the same time if the teacher prepares easier and harder versions of the same text.

Methodology

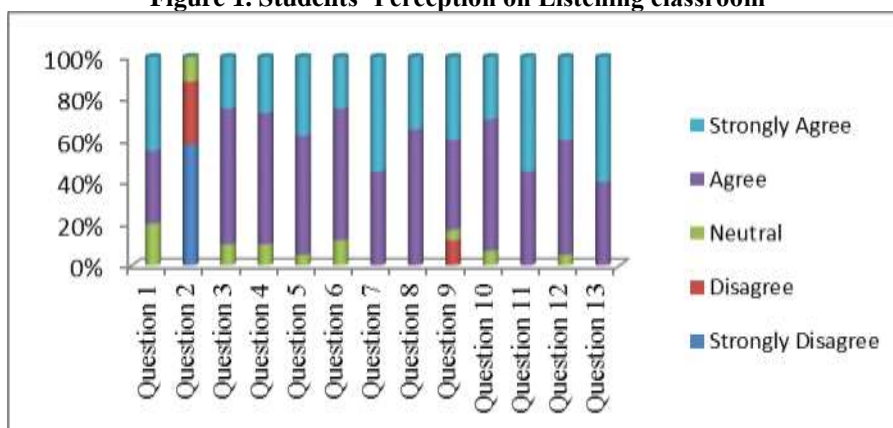
In conducting this study, the researchers used cross sectional survey design that the data were collected at one point in time after the listening class. Cresweil, 2012, p.377) explain “a cross-sectional study can *examine current attitudes, beliefs, opinions, or practices*. Attitudes, beliefs, and opinions are ways in which individuals think about issues, whereas practices are their actual behaviors”. This study aims to find out the information about students’ perception on how Running Dictation technique can improve the students’ listening skill of English Education study program of Baturaja University.

The participants of this study were 25 second semeter students of English Education Study Program who were joining listening class in 2017/2018 academic year. To obtain the data, a questionnaire that consisted of 25 questions with 5 choices: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly disagree (DS) was administered to the students. This questionnaire were adapted from Li and Renandya (2012) and Kit (2004). Question no 1-13 of the questionnaire relate to students’ general perception on listening class and question no 14-25 relates to students’ perception on the use of Running Dictation technique. In addition, the data obtained were analyzed through percentage analysis following creswell’s procedures (2012); data organization, reding, data description, data classification, and interpretation.

Results and Discussions

The result of closed-ended questionnaire that was administered toward the participant of this study showed that the students agree that listening was a difficult subject to study and they mostly gave positive response on the use of running dictation in listening class. The decription of findings from the students’ questionnaire relates to students’ difficulty in listening class is shown in the figure 1.

Figure 1. Students’ Perception on Listening classroom

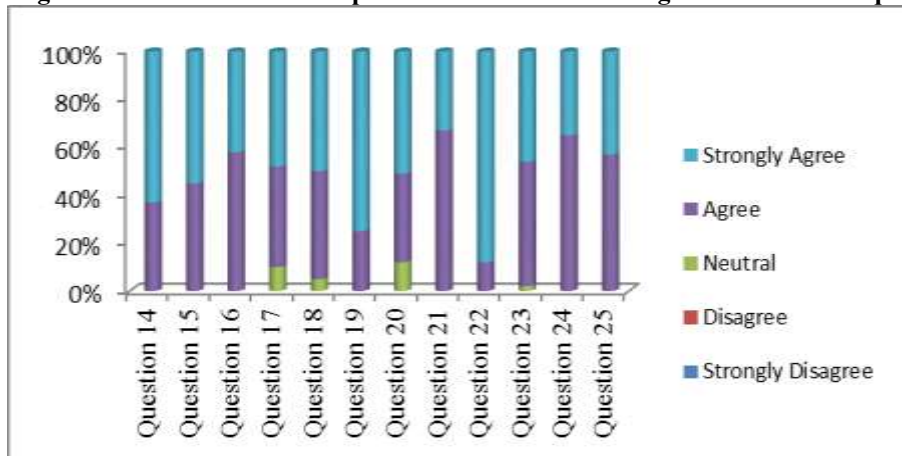


From the figure 1, we can conclude that more than 80% students considered listening as a difficult subject. It is shown from the respondents’ responses who were 58% disagree and 30%

strongly disagree with the statement “*I have no difficulty in listening class*”. The fact is they encountered many problems during the listening class. The highest percentage of problems faced by the students were because *the speaker in the tape recording speak too fast* (Agree=65%, SA=25%, Neutral=10%) and *the speaker speak with different accent* (Agree 40%, Strongly Agree=60%). These two problems were automatically affecting the students’ listening comprehension. They were difficult to recognize words so they cannot group the words into meaningful unit, find main idea of the passages in the recordings.

Besides, the findings of the students’ responses from the questionnaire also showed that the students perceived the use of Running Dictation technique in positive way. The result can be seen from the following histogram.

Figure 2. The Students’ Perception on the Use of Running Dictation Technique



From the overall result of the questionnaire, 87,3% students had positive attitude toward the use of running dictation technique. 63% students stated strongly agree and 37% agree to the statement “*I am interested in the use of running dictation in listening class*”. They mostly like all the activity during listening classroom using running dictation technique. They also agree that running dictation was fun and enjoyable (SA=55%, Agree=45%). Further, the other information that the researchers got from the result of questionnaire were when using running dictation, listening materials were much easier for the students since the speaker were their partner in the group and *the speaker does not speak as fast as the speaker in the tape recording* (SA=51%, Agree=37%, Neutral=12%). In addition, running dictation technique was also successfully encourage the students to *remember many word* (SA=43% and Agree=57%), *practice their pronunciation* (SA=33%, Agree=67%), improve *their word spelling* (SA=88%, Agree=12%) which means that their word recognition and comprehension in listening improved.

These findings confirmed that running dictation, as one of dictation variations, was a motivational teaching technique in listening classroom. The students got many advantages from the activity during the listening class using running dictation technique was taking place. Yonezaki (2014) explains that dictation is an effective way to help learners to combine and internalize the students’ auditory forms and visual ones by requiring them to translate sounds into forms and forms into written forms. Kiany and Shiramiry (2002) who conducted an experiment that examined the outcome of dictation on the listening comprehension of elementary EFL learners in Iran also had success with the technique. Their results indicated that dictation had a significant effect on the listening ability. Furthermore, Lightfoot (2013) says that dictation exercises are very important, particularly for developing the children’s awareness of phonic sounds, and contrary to the popular view of dictation, it can be a lot of fun.

CONCLUSION AND SUGGESTION

On the basis of the findings above, it can be concluded that running dictation was an effective and motivational technique in teaching listening. Students agreed that listening is a difficult subject. It is because mostly the speakers speak very fast and use different accent in the recordings that they heard in language laboratory. It makes them get frustrated when listening class comes. They were unable to recognize words and group the words into meaningful units. The student

also agreed that all activity in listening class using running dictation technique were fun and enjoyable. The worked in group and feel challenged to make their partner understand to what they speak.

Running dictation technique can not only be used in listening classroom, but it can be implemented to the other language skills and aspects. So it is expected that future research will investigate how running dictation technique can improve the students' English skills and students' motivation in learning English.

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Appendix

STUDENTS' PERCEPTION QUESTIONNAIRE ON THE USE OF RUNNING DICTATION TECHNIQUE IN LISTENING CLASS

Respondent Identity

Name :
 Sex : M / F

Instruction

Response to the Following Statements Indicating Your Agreement or Disagreement with Each Statement Listed below by Checking the Appropriate Box to the Right of the Corresponding Statement!

1. *Strongly disagree* 2. *Disagree* 3. *Neutral* 4. *Agree* 5. *Strongly agree*

No	Statements	Optional Answers				
		1	2	3	4	5
1.	I often get frustated when I have listening class.					
2.	I have no difficulty in listening class.					

3.	Listening materials are difficult to understand because the speaker speaks fast.					
4.	It's hard for me to understand English conversations.					
5.	I quickly forget what I heard.					
6.	I have difficulty grouping the words I heard into meaningful units.					
7.	I am not able to understand English spoken texts because I seldom practiced listening before entering college.					
8.	The listening passage is difficult when the sentences are long.					
9.	The spoken text is difficult to understand when I am not interested in the topic.					
10.	It's hard for me to understand the listening passage because of the fast speed.					
11.	It's hard for me to understand the listening passage because I have limited vocabulary.					
12.	Although I know the words, I'm not able to recognize them in the listening passage.					
13.	It's hard for me to understand the listening passage because the speaker speaks with different accent.					
14.	I am interested in the use of running dictation in listening class					
15.	Running dictation is fun and enjoyable.					
16.	Running dictation motivates me to learn English, especially listening skill.					
17.	I prefer listening what lecturer speaks directly to native speakers in the tape					
18.	I like listening class when lecturer invites us to play running dictation outside the classroom					
19.	I love all activities during running dictation					
20.	When using running dictation, listening materials are not difficult because the speaker does not speak as fast as the speaker in the tape recording.					
21.	I can practice pronouncing the words correctly with running dictation					
22.	I can check my word spelling with running dictation					
23.	I love working in group when I have listening materials with running dictation					
24.	I get more challenge to make my friends understand to what I speak to them					
25.	Running dictation make me remember many new words which can enrich my English vocabulary					

Respondent,

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