

APPROVAL SHEET

ARTICLE JOURNAL

**TEACHING LISTENING SKILL IN RECOUNT TEXT BY USING
RUNNING DICTATION TO THE STUDENTS OF SMK PALAPA NGORO
JOMBANG GRADE X ACCOUNTANT ACADEMIC YEAR 2016/2017**

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TEACHING LISTENING SKILL IN RECOUNT TEXT BY USING RUNNING DICTATION TO THE STUDENTS OF SMK PALAPA NGORO JOMBANG GRADE X ACCOUNTANT SCHOOL YEAR 2016/2017

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ABSTRACT

The intent of research about this classroom action research was planned to know whether the implementation of running dictation method can improve the listening recount text of the students grade X Accountant of SMK Palapa Ngoro Jombang. The implementation of the research, the researcher was helped by the English teacher as collaborator and observer. Through this study, the researcher is expecting that it can be useful for teachers in teaching listening skill. Then, the method of running dictation is expected can be alternative learning to improve listening comprehension of students at Vocational school. Listening test, interview, and questionnaire were the instruments of the research. The research started on February 20, 2017 and finished on March 7, 2017. This action research was conducted to the students at SMK Palapa Ngoro Jombang at grade X Accountant. There were 31 students in the classroom. At the preliminary study, the average score of the students listening comprehension was 64,68 whereas Criteria Minimum of Achievement (KKM) was 70. After the method implemented, the students' score was improved. At the end of cycle 1 improved to 68,71, and the students' participation i.e. enthusiastic was 74,19%, cooperative was 70,91%, discipline was 74,19%, responsible was 74,19% and leadership was 41,95%. At the end of cycle 2, the average score improved to 75,97 and the students' participation improved, i.e. Enthusiatic was 77,42%, cooperative was 83,87%, discipline was 83,87%, responsible was 90,32% and leadership was 70,91%. Based on the findings, it was concluded that the use of Running Dictation Method can improve students' listening skill ; therefore, this method should be used as an alternative method for teaching listening skill.

Keywords: Running Dictation, Listening Skill, Recount Text.

INTRODUCTION

English has four basic skills, they are ; listening, speaking, reading dan writing. The first step in learning English is listening. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Because

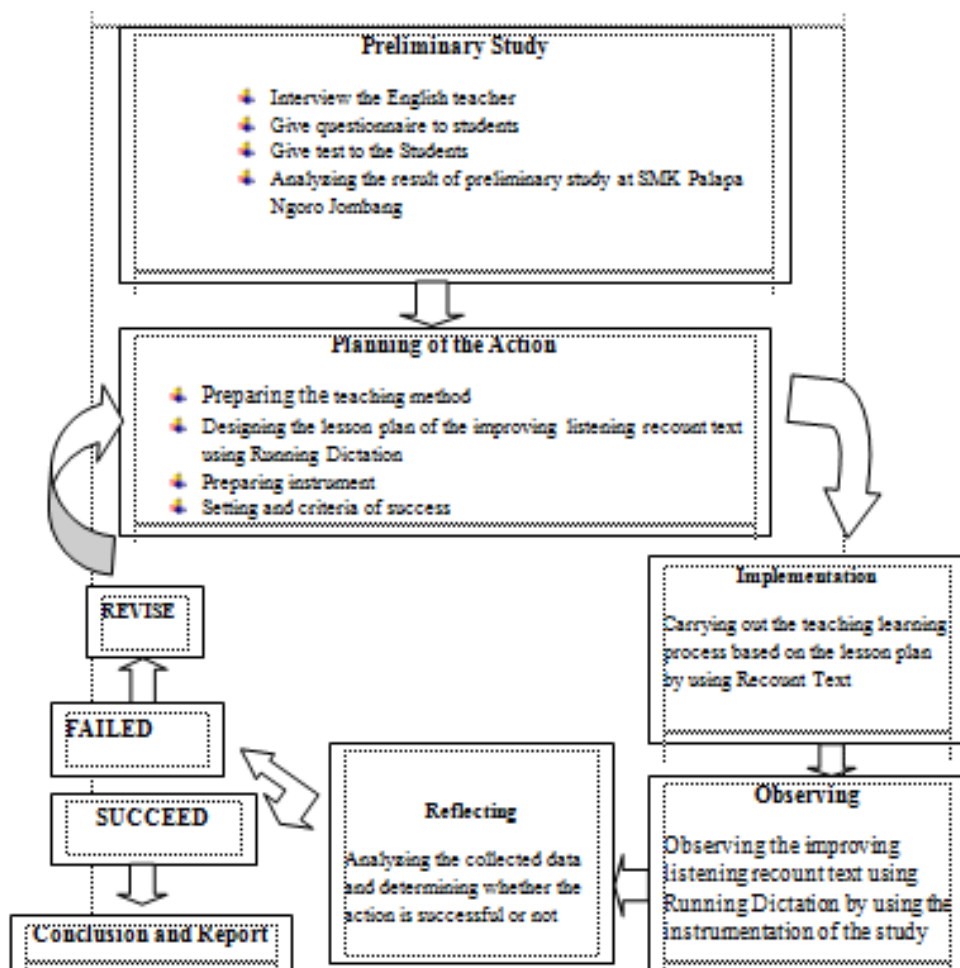
of that, the first skill learned by the students is listening skill. Listening is one of the ways to get information. It is true that listening can increase our capability in pronunciation. It means that when we practice listening more, our listening and speaking ability will get better. Listening is one of the skills which has high class difficulty, because it needs a good comprehension. But, now many students are lazy if the teacher gives the listening exercise, because many of them are difficult to understand the speaker whereas they try to understand.

The researcher focuses on listening than the other three language skills because High School students will be required to understand spoken English especially in Vocational High School. This means that listening comprehension skills are by far more important than other types of language skills in our daily lives. Most of them have difficulty in interpreting what they had listened, they were not able to predict the sound, intonation, and stress from the speaker. This happened because the students seemed to be lazy in paying their attention on listening material and they chatted with the other students, so that they did not get the message that they heard from the speaker consequently they could not understand the meaning of words and when doing exercises based on the tape recorder or teacher they found it so difficult. They also had difficulty to recognize grammatical word classes and recognize the communicative function of utterances according to situations, participants and goals. The researcher interviewed the teacher to know the problem in English class and also gave questionnaire and preliminary test to the students. From those problems, the researcher thought that using good method in teaching and learning activities can improve students listening skill. The researcher initiated the idea of using Running Dictation. Running dictation is expected to be useful to facilitate the students in developing their listening achievement. Based on the background study the researcher wanted to know How can running dictation method improve student's listening skill in recount text at grade ten accountant students of SMK Palapa Ngoro Jombang Academic Year 2016/2017.

The researcher hopes that the result of the research will reference to the next researcher who interest in the same field and as the alternative method that can be used to teach listening skill. For the students this study will be an alternative way for them to improve their English language skill especially in listening skill in Recount Text by using Running Dictation.

RESEARCH METHOD

This study used CAR (Class Action Research design) as the research design and Running Dictation as the method. The setting of the research was at SMK Palapa Ngoro Jombang. It is located at Jl. Semeru Kauman Ngoro Jombang. The subject of the research consists of 31 students of grade ten Accountant. The research procedure could be seen at the diagram below :



Preliminary study was conducted on 06th February -07th February 2017 to know the student's problem in listening skill. It was done on 6th of February 2017. To get the real data the researcher came to SMK Palapa Ngoro Jombang and interviewed the teacher who taught English at grade X. The teacher also gave the latest score of listening to proof her students achievement. On the 7th February 2017, the researcher gave questionnaire for students, then the researcher gave listening test to know how much they comprehend the listening section. After having done the preliminary study, the researcher prepared to use Running dictation to improve students' listening skill. The researcher prepared the teaching method, lesson plan and criteria of success. There were two criteria of success, first was the students were active in class. Meant when the students active and have great enthusiastic in the learning process by using running dictation, it means that the criteria of success is reached. The researcher uses questionnaire to see respond of students about the method whether the students interested or not, whether the method can help the students to improve their listening skill or not. The researcher used observation checklist for students participation which had kind of indicators to check. They were enthusiastic, cooperative, discipline, responsible and leadership. The second was minimum achievement criteria at least 70. This success is based on the test result. If there are 31 students in the class, 75 % of students in the classroom there are 24. If there are 24 students get

score 70 or more, this research is successful. But if the students score less than 70 it meant failure. Researcher applied the plan, including lesson plans that had been prepared during the research process takes place in SMK Palapa Ngoro Jombang. It will be implemented in cycle. There are two cycles in this research. This is the schedule of the researcher classroom action research :

Cycle	Activities	Day	Hour
–	Preliminary Study	Monday, February 6 th 2017	08.30 – 10.00
		Tuesday, February 7 th 2017	11.00 – 12.30
1	Meeting 1	Monday, February 20 th 2017	08.30 – 10.00
	Meeting 2	Tuesday, February 21 st 2017	11.00 – 12.30
	Test	Saturday, February 25 th 2017	11.00 – 12.30
2	Meeting Test	Saturday, March 5 th 2017	11.00 – 12.30
		Monday, March 7 th 2017	08.30 – 10.00

In the observation stage, the researcher needs collaborator. The researcher wouldl act as the teacher and the teacher will act as the observer. To help the research observing, the researcher uses some instrument to gather the data, they are questionnaire and test Afer implementing and analyzing the data, researcher makes interpretation. Afterwards, compare the results with the criteria of success. If the method can solve the problem, means the research is done and the researcher starts to report the result of the study. If the research is not succeed proven by the students achievement, the researcher will revised the method and start the next cycle.

RESEARCH FINDINGS

Based on the result of the students' test Preliminary Study, the researcher found the average score of students listening skill were 64,68. There were 16 students (51,61%) who can reach criteria of success and there were 15 students (48,39%) could not each the criteria of success. In cycle 1, the researcher found the average score of students listening skill test were 68,71. There are 19 students (61,29%) can reach the criteria of success and there are 12 students (38,71%) cannot reach the criteria of success. The result of the students' achievement did not pass the criteria of success 75%. Based on the data above, we know that most of the students had reached minimum score i.e 70, but didn't reach the criteria of success because it needed at least 24 students should get score minimum 70. Based on the observation and questionnaire done in Cycle I, it can be concluded that the teaching and learning process run well. In fact, the students showed their interest following the lesson given by the researcher. It is because listening using running dictation method is a unique way for them. They also could focus on the listening well because listening using running dictation could avoid their boredom with monotonic explanations like their English teacher did before. Moreover, they did not feel sleepy anymore because they seemed very enthusiastic during the teaching and learning process. They also can learn how to cooperate with group, how to be discipline, responsible and leadership. It showed that the students

thought by running dictation could help them in memorizing any words in English. Based on the observation done in cycle 1, the researcher did not get any difficulty to transfer the material. Although, the students did not get the highest score yet, but they had showed their ability in listening comprehension increased from Preliminary Study. Here, the running dictation had an important role in increasing the score of the students. The researcher concluded that the students still have difficulty in comprehend the listening recount text using running dictation, so the researcher decided to solve problem by conducting action in Cycle 2 after consulting with the English teacher.

Based on the result of the students' test Preliminary Study, the researcher found the average score of students listening skill were 64,68. There were 16 students (51,61%) who can reach criteria of success and there were 15 students (48,39%) could not each the criteria of success. In cycle 1, the researcher found the average score of students listening skill test were 68,71. There were 19 students (61,29%) could reach the criteria of success and there were 12 students (38,71%) cannot reach the criteria of success. In the Cycle 2 the average score of students listening skill were 75,97. There were 25 students (80,65%) could reach the criteria of success and there were 6 students (19,35%) could not reach the criteria of success. The result of the students' achievement passed the criteria of success 75%.

Based on the data above, we know that most of the students had reached minimum score i.e 70, and reach the criteria of success because it needed at least 24 students should get score minimum 70. It could be concluded that the result of the test has passed the criteria of success.

In observation checklist the data showed sequence activity of the researcher and students participation during implementation running dictation. The students' participation in teaching learning process from the cycle 1 until cycle 2. The students' participation during teaching learning process can be seen in the following table :

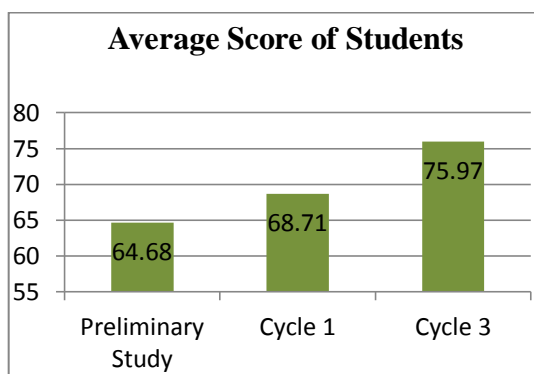
Table 2 : Observation Checkllist for Students Participation In Cycle 1 and Cycle 2

NO	PARTICIPATION	Cycle 1		Cycle 2		Achievement
		Student	%	Student	%	
1	Enthusiastic	23	74,19%	24	77,42%	3,23%
2	Cooperative	22	70,91%	26	83,87%	12,96%
3	Discipline	23	74,19%	26	83,87%	9,68%
4	Responsible	23	74,19%	28	90,32%	16,13%
5	Leadership	13	41,95	22	70,91%	28,96%

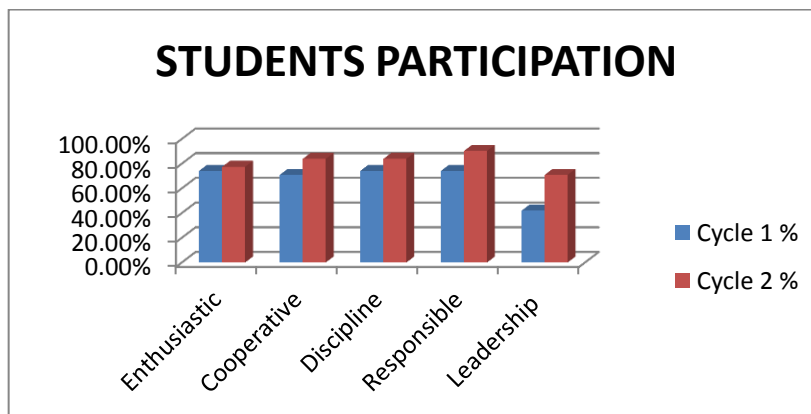
DISCUSSION

The researcher and the collaborator agreed that running dictation can improve listening skill of recount text. It showed 25 students (80,65%) of 31 students can reach minimum achievement criteria (KKM). Students were also

enthusiastic learning listening recount text using running dictation. The results of the students' score from the Preliminary Study, Cycle I and Cycle II could be seen in the chart below :



Based on the score above, the using of running dictation in improving students' ability in listening recount text has been implemented well. It can be seen from the score of the students' which had been clearly improved during the teaching and learning process. Students of grade X Accountant in learning listening recount text using running dictation felt so enthusiastic. From the running dictation method the students cooperation, discipline responsible and leadership were also improved. It could be seen on the chart below :



From the chart above there were improvement in students enthusistic, about 3,23% from Cycle 1 to Cycle 2. Students cooperative increased about 12,96%. Students discipline increased about 9,68%. Students responsibility increased about 16, 13% and students leadership increased about 28,96%. Using running dictation in learning listening recount text showed the improvement of students participation. Students enjoyed learning english in class and they paid more attention because of the interesting method of running dictation.

CONCLUSION

The use of running dictation was believed and regarded to be able to improve students' ability in listening recount text. The use of plan also attracted the students to pay more attention and focus on their lesson rather than doing something which distract their attention on the lesson such as playing, chatting and so on. During Cycle 1 and Cycle 2, teaching listening recount text using running dictation has successfully improved students' ability in recognize grammatical word classes and recognize the communicative function of utterances according to situations, participants and goals. The students also showed positive responses towards the teaching and learning process during the implementation of running dictation in the classroom. From the final score obtained, it showed that there were improvement from Preliminary Study to Cycle 2. In Preliminary Study the total score is 2005 and the average score is 64,68, in Cycle 1 the total score is 2130 and the average score is 68,71 and in Cycle 2 the total score is 2355 and the average score is 75,97. It was suggested to English Teacher to use running dictation in listening recount text to vary her way of teaching English to attract students' attention to the lesson. Further researcher are recommended to use running dictation with different ways to see how far its effectiveness in improving listening ability. They can conduct the researches with other genre of texts.

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