RUNNING DICTATION TECHNIQUE AND LEARNING MOTIVATION: THEIR EFFECTS ON STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT

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Abstract: Listening is considered as a basis of English skills. Unfortunately, students mostly have problems on word recognitions that make them have undeveloped vocabularies that automatically affect their listening comprehension. Running dictation was believed as a motivational teaching technique that can minimize these problems. This study was aimed at investigating the effects of running dictation toward students' listening comprehension achievement viewed from their learning motivation. This experimental study applied a 2 x 2 factorial design. Fifty students of English Education Study Program were chosen randomly on the basis of their learning motivation and assigned equally into two groups. The result showed that running dictation successfully improved students' listening comprehension achievement ($\rho<0.000$); there were also significant difference of achievement between experimental and control group ($\rho<0.000$). Meanwhile, the ANOVA result showed that there was no interaction effect between techniques used and learning motivation on their listening comprehension achievement ($\rho=0.867$).

Keywords: *listening comprehension achievement, learning motivation, running dictation technique*

English education is aimed at nurturing communicative ability. So, English classes, fundamentally, are conducted in order to enhance the opportunities for students to be exposed to have the real communication scenes. The idea shows that the oral skills of English are important to make people survive in this globalization era. Therefore, teachers are not only expected to focus on reading and writing but also in listening and speaking skills.

Listening has an important role in improving the other English skills. Pinter (2006, p.45) points out that English should begins with emphasis on listening. Yonezaki (2014) argues that there are two reasons why listening should be more focused than the other three language skills. First, listening is a prerequisite of language acquisition. People can acquire both their first and

foreign languange by listening first. Second, sound is the basis of language. There are languages without written form but no languages without sound, so that listening skills must come first.

Yonezaki (2014) describes that when a learner listens, he/she tries to decode what a speaker encoded. In other words, listening is extract an extended set of words in sequence of sequence in seemingly meaningless linear sounds. In addition, he also explains that there are three processes in listening; (1) perception, in which the listener perceives sounds; (2) recognition, in which the listener decodes the sounds and recognizes them as certain linguistics forms; and (3) comprehension, in which the listener decodes the linguistics forms he/she recognized, comprehending the meaning of the forms. Anderson and Lynch in Nunan (2000) also explain that there are five factors that influence the difficulty of listening; (1) the organisation of information, (2) the familiarity of the topic, (3) The explicitness and sufficiency of the information, (4) types of referring expressions used, and (5) whether the text described 'static' relationship.

Kuo (2010) investigated that many EFL students were found to know the word sign, but failed to recognize them by sound. Such complaints were empirically verified by results of the pre-course questionnaire administered to participants of this study immediately after they took the listening pre-test in the first period of the initial class session. About 93.5% of the students reported that they could not immediately recall meanings of familiar-sounding words; 51.6% expressed difficulties in understanding linked words. On the basis of researchers' pre-observation and interview results to the students of English Education Study Program of Baturaja University, it was obtained that most students, moreover the first semester students, got difficulties to interpret what they listened. They were not able to predict the sound, intonation, and stress from the speaker. This happened because they, mostly, came from rural area where they were influence strongly by their mother tounge.

Referring to this phenomenon, it is important to maintain students' learning motivation. According to Brown (2000), "Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action". Li and Pan (2009) explain that among the factors influencing students' learning, motivation is thought to be a very important reason for different achievement.. In addition, Zheng and Zhou (2014) describe that motivation is a part of enthusiasm. It is a complex psychological condition and a strong feeling of excitement or interest to something and a desire to get involved in it. Kubanyiova (2006) describes that the quality of learning engagement in the classroom does not depend on students' cognitive abilities alone, but is also influenced by complex motivational and affective factors. Students with high motivation will be willing to put more energy into learning English, while students with low motivation will not be ready to show great interests in learning. Furthermore, Dornyei (2001) states that motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it". Therefore, the lecturer needs an innovative teaching technique to make students interested in listening course

and be able to comprehend what they listen. Rahayu (2005) states that students' achievement in listening is low since the students' motivation in listening class is low, which is caused by the media and technique used.

The students' learning depends upon the effectiveness of teacher technique. Saeid (2014, p. 479) mentions, "Use learning strategies are important to facilitate the learning process, recall and retention and a significant positive relationship exists between learning strategy and achievement." In addition, Mattarima and Hamdan (2011) describes that in receiving, processing new information and performing the tasks in language classroom, students perform motivation and use different language learning strategies. Motivation and language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning.

Running dictation is the teaching technique offered in conducting this research. it is a variation of dictation technique. Dictations help language learning by making learners focus on the language form of phrase and clause level construction, and by providing feedback on the accuracy of their perception. 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. Furthermore, Milne (2014) describes that running dictation 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. In short, running dictation is a part of dictation technique that requires the students to explore their ability in recognizing words. It has dynamic activity that make students feel more motivated to learn.

This study investigated the effect of running dictation technique toward students' listening comprehension achievement viewed from their English learning motivation.

METHODOLOGY

This *experimental* study used a two by two (2x2) factorial design. Creswell (2012, p. 311) explains that factorial design is a kind of research designs which enables the researcher to examine the independent and simultaneous effects of two or more independent variables on an outcome. In addition, this design is the development of true experimental design which consists of two or more factors (factor means independent variable) and each factor consists of levels (level means subdivision of a factor). It allows the researcher to find out the effects of interactions between factors on the dependent variables. This study was conducted using *two factors*; one factor with *two levels* (Teaching techniques; running dictation and conventional technique) and the other factor with *two levels* (students' learning motivation; high and low learning motivation). Then, forty four students of English Education Study Program from the second, fourth, and sixth semester were chosen randomly and equally assigned into two groups; experimental and control group on the basis of the result of learning motivation questionnaire that was administered to the population of this study.

Furthermore,   a   listening

comprehension test consisted of 30 multiple-choice questions was used to obtain the data which reliability and validity of the test was measured before it was administered to the sample of the study. The result of reliability was 0,881 which means that the test was reliable. In addition, the difficulty level result showed that the test items were 57% in best category, 32% in good category, 16% in very easy category, and 45 in very difficult category. Meanwhile the result of descrimination index showed that the test items were 33% in excellent category, 23% in good category, 21% in moderate category, and 23% in poor category. From the result above, the listening comprehension test could administered to the sample of the study.

FINDINGS AND DISCUSSION
Descriptive Statistics
        Judging from the result of the achievement level in experimental group, it was obtained that running dictation technique could improve the students' listening comprehension achievement.

Table 1
Score Distribution of Pretest and Posttest

Score Interval	Experimental Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
86-100	-	3 (12%)	-	-
76-85	1 (4%)	10 (40%)	1 (4%)	7 (28%)
56-75	12 (48%)	10 (40%)	11 (44%)	16 (64%)
<56	12 (48%)	2 (8%)	13 (52%)	2 (8%)

The mean score of pretest was 55.73, meanwhile the score of postest was 74.00. The score distributions of pretest and posttest both in experimental and control groups could be seen in Table 1.

        As shown in Table 1, before the intervention using running dictation technique, there was no student in very good category and there was olny 1 student in good category, but after the intervention, it was obtained that there were 10 students (40%) in good category and 3 students (12%) in very good category.

Statistical Analyses
        For the statistical analysis, paired sample t-test and independet t-test were used to obtain whether there was improvement before and after the intervention in experimental group and to find out whether there was significant improvement between those who were taught using running dictation technique and those who were not.

        The result of paired sample t-test showed that there were significant improvement of students' listening comprehension achievement both in experimental and control group. The mean difference of pretest and postest scores in experimental group was 18.267, the result of $t_{obtained}$ was 33,309, and the significance value was 0.000. Additionally, the mean difference of pretest and postest scores in experimental group was 11.200, the result of $t_{obtained}$ was 17,644, and the significance value was 0.000. On the basis of this results, it can be concluded

that there was significant difference of students' listening comprehension achievement before and after the intervention using running dictation technique.

Furthermore, the independet t-test showed that the mean difference of posttest scores between experimental and control group was 6.800, the result of $t_{obtained}$ was 2.552, and the significant value was 0.000 meaning that there was significant difference of listening comprehension achievement between students who were taught using running dictation technique and those who were not . The results of paired and independent t-tests could be seen in Table 2.

Table 2
Results of Paired and Independent T-tests in Experimental and Control Groups

Variable	Mean Scores			
	Pretetest		Postetest	
	EG	CG	EG	CG
Listening Comprehension Achievement	55.73	56.0	74.0	67.2

Variable	Paired sample t-test		Independent t-test	
	$t_{obtained}$& Sig. Value of EG	$t_{obtained}$ & Sig. Value of CG	$t_{obtained}$& Sig. Value (pretest)	$t_{obtained}$ & Sig. Value (postest)
Listening Comprehension Achievement	33.309 **0.000**	17.644 0.000	0.083 0.934	2.552 **0.000**

The next statistical analysis was analysing the interaction effect between the techniques used, the students' listening comprehension achievement, and their english learning motivation through two-way ANOVA (see Table 3).

Table 3
Result of Interaction Effect

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3372.89[a]	3	1124.29	35,310	.000
Intercept	251475.27	1	251475.27	7897.99	.000
Techniques	473.25	1	473.25	14.86	.000
Motivation	2794.53	1	2794.53	87.76	.000
Techniques * Motivation	.897	1	.89	.028	.867
Error	1464.65	46	31.84		
Total	254055.55	50			
Corrected Total	4837.55	49			

After completing the intervention and analyzing the data of pretest and posttest, it could be seen that running dictation technique significantly made difference on students' listening comprehension. Yonezaki (2014) describes that dictation could help learners to combine and internalize their auditory forms and visual ones by requiring them to translate sounds into forms and then forms into written forms.

Futhermore, during the intervention, the students were proved actively contribute to listening activity. They looked more motivated to learn. The researcher believed that all the activities in running dictation group were able to create dynamic and interactive classroom interaction and automatically determine the students' learning success. Zheng and Zhou (2014) states that if English teachers can strengthen the emotional education by interacting with their students frequently and enhance students' experience of achievement by giving encouraging words, they will greatly stimulate students to participate in classroom activities. Additionally, motivation and learning strategies have a major role in language learning process in which can influence the outcome of language learning. These two learner characteristics can be modified by the teacher through improved pedagogical practices to facilitate the leaning. It is important in language learning instruction design to motivate students in order to maximize the choice and use of learning strategies (Shukri, et.al. (2009)

CONCLUSION

From the discussions above, it could be concluded that running dictation tecnique could significantly improve the achivement of students' listening comprehension. this motivational technique encourage the students to participate actively during the classroom took place. It was much more interesting and challenging because they worked in group and competed to write the right sentences and passages from the students who became the runners.

It is expected that future research will use running dictation technique to improve the other students' English skills that the result of the study can give contribution to EFL teaching in Indonesia.

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