JJEE: Jolly Journal of English Education
Vol. 3, No. 2; December 2025
ISSN: 2986-593X(Online); ISSN: 2986-6944(Printed);
Journal Homepage: http://ejournal.staihwduri.ac.id/index.php/jjee

The Effect Of Running Dictation To Improve Students' Listening Skill At Eighth Grade Of MTS Al Jauhar

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ARTICLE INFO

Keywords:
Running Dictation,
Listening Skill

ABSTRACT

This research investigated the effect of using the running dictation technique on improving students' listening skill at the eighth grade of MTS Al-Jauhar. The study employed a quasi-experimental design involving an experimental class (VIII E) taught using the running dictation technique and a control class (VIII B) taught using conventional methods. A total of 54 students participated in the research. The study utilized quantitative methods and data were collected through pre-tests and post-tests to evaluate students' listening skills. Statistical analyses, including descriptive statistics, normality and homogeneity tests, and the Welch Two Sample t-test, were conducted using SPSS software. The findings revealed that the mean score of the experimental group significantly increased from 39.66 to 81.55, while the control group showed minimal improvement (40.00 to 40.24). The t-test result ($t = -20.548$, $p < 0.05$) confirmed a significant difference between the two groups, indicating that the running dictation technique effectively enhanced students' listening abilities. It can be concluded that the running dictation technique is an effective, interactive, and engaging method to improve listening skills among junior high school students.

Introduction

Listening is one of the four essential skills in English learning, along with speaking, reading, and writing. Among these, listening plays a fundamental role as it serves as the foundation for mastering other language skills. Listening is a complex process in which many things happen simultaneously inside the mind (Mee,1990). Listening is a language modality. It is one of the four skills of a language: listening, speaking, reading and writing (Tyagi, 2013). Besides being complex, listening is far more difficult than many people can imagine. According to Yonezaki (2014), listening should be prioritized since it is the first skill developed before speaking and writing. Listening enables learners to acquire pronunciation, vocabulary, and comprehension naturally. However, despite its importance, listening often receives less attention in English classrooms where teachers tend to emphasize reading and writing instead (Cross, 2006). Rivers in Hasyuni, 2006 said that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material-l we creative a significance. (Russel and Russel in Hasyuni 2006) also say that listening skill is listening with comprehension, attention and appreciation.

Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. In real classroom settings, many students still face challenges in listening comprehension. They often lose focus, get distracted, or fail to grasp the meaning of spoken texts due to monotonous teaching methods and a lack of engagement. At MTS Al-Jauhar, interviews with English teachers revealed that students have limited vocabulary, low motivation, and difficulties understanding spoken materials. Therefore, teachers need to employ innovative and interactive teaching techniques that make listening lessons more engaging and effective.

One such technique is Running Dictation. Richards and Schmidt (2013) define dictation as an activity in which learners write down what they hear from a spoken passage. There are several types of dictation, which are as following (Nation and Newton, 2008): running dictation, guided dictation, peer dictation, completion dictation, perfect dictation, unexplored dictation. Running Dictation extends this concept by integrating listening, speaking, reading, and writing in a cooperative and dynamic task. In this technique, one student (the runner) reads a short text posted on the wall, memorizes it, and then dictates it to another student (the writer). This process promotes concentration, memory, and teamwork. According to Wilson (2008), Nurdianingsih and Rahmawati (2018), and Zainab and Jawad (2020), Running Dictation effectively improves listening comprehension, pronunciation, and vocabulary retention because it combines physical movement with active learning. (Nurdianingsih and Rahmawati, 2018) state that running dictation technique is a very good technique which could be adapted in different ways. It is also easy to prepare, set up and practice.

Running Dictation is a part of dictation. Alex (2013) said that Running Dictation is not only integrate listening skill, but also other skills such as speaking, reading and writing. The steps can be done all at once. According to (Wilson, 2008) Running

Dictation is a good way to start a class, Running Dictation involves a text stuck on the wall in the classroom. In addition, students decide who will be the runner and the writer in each group. The runner run to the wall and memorize a chunk of the text and be back to dictate the sentences of their members. After a while, the runner and the members changes roles. The activity could make students more enjoyable and excited in learning process. (Council, 2008) as cited in (Zakiah and Husniah, 2017) Running Dictation is a fun technique that motivates students at higher and lower secondary level. In this technique students can play while studying in the classroom. So, students do not get bored while learning especially in learning listening skill.

Running Dictation is a type of dictation which students are responsible in group. Students work in group, it is good for supporting students to learn with their groups (Nation, 2009). Through this activity make students more fun and use all the skills at the same time listening, reading, speaking and writing. Using this technique is to make students be fun to listen English. Learning with partner or in a group can make students easier to understand about the material that they learn. (Destiana, Ys, and Inayah, 2019) said that Running Dictation is an easy and fun technique which is suitable for any levels where there must be a writer and runner.

Previous studies also support the effectiveness of dictation-based strategies. Asmoro et al. (2013) reported that the Running Dictation technique significantly increased students' listening achievement in senior high schools. Similarly, Saragih et al. (2022) found that dictation activities help students improve listening comprehension and focus during learning. These findings highlight the potential of dictation as an interactive tool to improve students' listening abilities.

Given the challenges faced by students at MTS Al-Jauhar and the positive evidence from prior studies, this research aims to determine the effect of using the Running Dictation technique on students' listening skills. It is expected that this technique will enhance students' comprehension, motivation, and engagement during English listening activities.

Method

This Research approach used in this research was the quantitative approach. The method used in this research is often called experimental method. Quantitative research was testing Object theory by examining the relationship among variable in term can analyze using statistical procedure. (Cresswell, 2008) stated that experiment is testing idea to determine whether influences an outcome or depend variable. This research used quasi experimental design because the technique sampling that was cluster sampling. This research used experimental and control groups. Two classes were involved: the experimental class, which received treatment using the Running Dictation technique, and the control class, which was taught using conventional methods. Both classes were given the same pre-test and post-test to measure their performance before and after the

treatment. The population of this research consisted of all eighth-grade students at MTS Al-Jauhar Duri in the academic year 2023/2024, with a total of 156 students. Two classes were selected as samples using cluster sampling. Class VIII E, consisting of 28 students, was assigned as the experimental class, and class VIII B, consisting of 26 students, served as the control class. Total sampling was 54 students.

The main instrument of this study was a listening comprehension test. The test consisted of 20 multiple-choice questions related to the listening materials from the second-semester syllabus of the eighth grade. This instrument was used for both the pre-test and the post-test to evaluate students' listening comprehension before and after the treatment. This is done to determine the percentage of appropriateness of the assessment rubric and how to calculate the score that will be used to evaluate listening skills. The rubric of assessment of the listening skill from (Ahmad Zaki Munibi, Ninuk Lustyantie 2024)

Then, the procedure for collecting data was carried out in the following steps: pre-test: administered to both the experimental and control classes to measure their initial listening skill. Then, treatment: the experimental class was taught using the Running Dictation technique, while the control class was taught using the conventional method. The treatment lasted for four sessions. After that, post-test: conducted after the treatment to assess the students' improvement in listening comprehension. The last, data tabulation: The pre-test and post-test results were collected and analyzed statistically. The primary data were obtained from the students' pre-test and post-test scores of both the experimental and control classes. The secondary data were collected from books, journals, and previous research studies related to listening comprehension and the Running Dictation technique. The collected data were analyzed quantitatively using SPSS 22. The analysis included descriptive statistics, normality test, homogeneity test, and t-test to determine whether the Running Dictation technique had a significant effect on students' listening achievement.

This research employs quantitative data, specifically focusing on the analysis of students' listening scores. The application of this data type is anticipated to yield satisfactory outcomes. The data analysis in this study was conducted using R, a tool for statistical analysis and data visualization And SPSS 22. The first step involved calculating descriptive statistics for both the control class (Kelas VIII B) and the experimental class (Kelas VIII E). This included determining the mean, standard deviation, sample size (N), and the standard error of the mean (SE). These statistics provided a summary of the central tendency, dispersion and structure of the dataset, offering a quick snapshot of the data's distribution (Quirk et all., 2020).

The second step was conducting a normality test. The Lilliefors (Kolmogorov-Smirnov) normality test was applied to both classes to verify if the data follows a normal distribution. This is crucial as many statistical tests assume normality. The D statistic and the p-value were reported, providing evidence on whether the data distribution deviated significantly from a normal distribution (Akbarzadeh Baghban, et al., 2013).

The third step was performing a homogeneity test. An F-test was used to compare the variances of the two groups. This test checked if the variances of the two groups are equal, a key assumption for certain statistical tests. The results of this test helped confirm the appropriateness of subsequent statistical tests (Kumar & Misra, 2020). The final step was conducting a hypothesis test. A Welch Two Sample t-test was carried out to compare the means of the two groups. This test checked if there is a significant difference between the means of the control and experimental classes. The results of this test provided the primary findings of the study, indicating whether the intervention had a statistically significant effect (West, R. M, 2021).

Finding and Discussion

The descriptive statistics revealed a substantial improvement in the experimental class compared to the control class. The mean score for the experimental group increased from 39.66 to 81.55, indicating a significant improvement, while the control group showed only a minor change from 40.00 to 40.24. The data were confirmed to be normally distributed ($p > 0.05$) and homogeneous ($p = 0.3569$), validating the assumptions for the t-test.

The Welch Two Sample t-test produced a t-value of -20.548 with a p-value < 0.05, suggesting a statistically significant difference between the two groups. This result demonstrates that the running dictation technique had a positive and significant effect on students' listening performance. The findings also indicated that students in the experimental group showed greater engagement and motivation during the learning process compared to those in the control group.

Table 1: Descriptive Statistics of students' scores

Group	Test	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Class	Pre-test	29	30	50	39.66	6.51
Experimental Class	Post-test	29	70	95	81.55	7.80
Control Class	Pre-test	21	30	50	40.00	6.21
Control Class	Post-test	21	30	50	40.24	6.39

The results show that the experimental class experienced a significant improvement in listening performance, increasing from a mean score of 39.66 to 81.55, while the control class showed almost no improvement, moving from 40.00 to 40.24. The substantial difference of 41.89 points in the experimental class highlights the effectiveness of the *Running Dictation* technique, which encouraged student engagement, active participation, and improved concentration. In contrast, the control group's minor improvement of 0.24 points indicates that the conventional method did not contribute significantly to the development of students' listening comprehension.

A normality test was conducted using the Shapiro–Wilk method to determine whether the data from both classes were normally distributed.

Table 2: Tests of Normality (Shapiro–Wilk)

Group	Test	Statistic	df	Sig.
Experimental Class	Pre-test	0.967	21	0.658
Experimental Class	Post-test	0.924	21	0.103
Control Class	Pre-test	0.960	21	0.515
Control Class	Post-test	0.947	21	0.295

Since all significance values (Sig.) are greater than 0.05, the data for both the pre-test and post-test in both classes were normally distributed. Thus, the assumption of normality was satisfied, and the data were suitable for further parametric analysis. Levene's test was used to assess the homogeneity of variance between the experimental and control groups.

Table 3: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.053	3	96	0.373

Because the significance value (Sig. = 0.373) is greater than 0.05, it can be concluded that the data from both groups are homogeneous**.** Therefore, both groups have similar variances, meeting another assumption for t-test analysis.

The paired sample t-test was employed to compare the students' pre-test and post-test scores within each group.

Table 4: Sample T-Test Experiment Class

Group	Test Type	Min	Max	Mean	Std. Deviation	t	Sig. (2-tailed)
Experimental Class	Pre–Post	30	95	39.66 → 81.55	6.51 / 7.80	-20.907	0.000
Control Class	Pre–Post	30	50	40.00 → 40.24	6.21 / 6.39	-0.119	0.906

The results indicate that in the experimental class, the t-value = -20.907 with Sig. = 0.000 ($p < 0.05$**),** which means there was a significant improvement in students' listening skills after being taught using the *Running Dictation* technique. In contrast, the control class obtained t = -0.119 and Sig**. =** 0.906 ($p > 0.05$**),** indicating that there was no significant difference between the pre-test and post-test results.

Table 5: Paired Sample control Class

Variabel	Min	Max	Mean	Std Deviation	t	Sig
Pre-test Control Class	30	50	40.00	6.205	-0.119	0.906
Post-test Control Class	30	50	40.24	6.387		

The results of the paired sample t-test in the control class showed that there was no significant change between the students' pre-test and post-test scores. The average (mean) pre-test score in the control class was 40.00 with a standard deviation of 6.205, while the average post-test score increased slightly to 40.24 with a standard deviation of 6.387. The range of pre-test and post-test scores remains the same, namely between 30 and 50. This very small change in the average score indicates that the conventional learning method used in the control class does not have a significant impact on students' Listening skill.

The t test results showed a calculated t-value of -0.119 with a significance value (Sig.) of 0.906. Because this significance value is much greater than 0.05, it can be concluded that there is no statistically significant difference between the pre-test and post-test scores in the control class. In other words, the traditional learning method applied in the control class did not provide a significant increase in listening skills.

Overall, these results support the conclusion that without intervention in the form of using running dictation or other learning techniques, students' abilities in listening skills tend to stagnate. This further strengthens the finding that running dictation has a significant impact on improving students' listening skills, compared to conventional learning methods applied in the control class.

To further confirm the significant difference between the experimental and control classes after treatment, a Welch Two-Sample t-test was performed.

Table 6: Welch Two-Sample t-Test Results

Test	t	df	p-value	95% Confidence Interval	Mean (Control)	Mean (Experimental)
Welch t-test	-20.548	47.208	< 0.001	(-45.357, -37.269)	40.238	81.551

The test results show that the p-value < 0.001, which is much lower than 0.05, indicating a statistically significant difference between the two groups. The 95% confidence interval (-45.357 to -37.269) does not include zero, confirming that the Running Dictation technique had a positive and substantial effect on improving students' listening achievement. The data presented in this section aims to compare the effects of different teaching methods on students' listening skills. The researcher used a quantitative approach to analyze the test results of two classes: the experimental class (VIII E), which

was taught using the Dictation Method, and the control class (VIII B), which was taught using the conventional method.

The data analysis revealed that the experimental class performed significantly better than the control class, as indicated by the higher mean score, standard deviation, and standard error of the mean. The histogram also showed that the experimental class had a wider range of scores, with more students achieving higher marks than the control class. These findings suggest that the Dictation Method was more effective in improving students' listening skills than the conventional method.

One plausible rationale for the effectiveness of the Dictation Method lies in its ability to augment students' attention. The active and participatory nature of running dictation requires students to concentrate on both listening to the dictated text and physically engaging in the transcription process. This dual engagement likely heightens their level of attention, creating an environment conducive to improved focus during language learning activities.

Moreover, the Running Dictation Method may significantly impact students' comprehension skills. Actively participating in the listening and transcribing process provides students with a unique and hands-on approach to language learning. This method may enhance the integration of auditory input with cognitive processes, leading to a deeper understanding of the language being practiced. The interactive and dynamic nature of running dictation could be a catalyst for fostering an environment where comprehension is not only a product of passive listening but also an outcome of active participation, contributing to more effective language learning experiences.

In the exploration of the effects of employing running dictation to enhance eighth-grade students' listening skills at Mts Al Jauhar, it is crucial to acknowledge and discuss several inherent limitations that may impact the study's interpretability and generalizability. Firstly, a notable limitation lies in the relatively small sample size utilized for the study. The constrained number of participants may limit the external validity of the findings. Generalizing the results to a broader population becomes challenging, and the potential influence of various demographic. A second limitation involves the short duration of the intervention. Language acquisition is an intricate and time-dependent process. The brief duration of the study might not capture the nuanced, long-term effects that could emerge with sustained exposure to the teaching method.

To enhance the robustness of the study's findings, future research should prioritize the replication of the study with a larger and more diverse sample. Expanding the participant pool to include individuals with varying linguistic backgrounds, learning styles, and socio-economic contexts can contribute to a more comprehensive understanding of how the Dictation Method might impact a broader spectrum of students. This approach would enhance the external validity of the results, making them more applicable to a diverse range of educational settings.

Additionally, extending the duration and frequency of the intervention is crucial for a more nuanced understanding of the long-term effects of running dictation. The

current study provides insights into the immediate impact, but an extended intervention period would help researchers assess the sustainability of the observed improvements in students' listening skills. A longitudinal study design would allow for a more accurate depiction of how running dictation influences language acquisition over time.

The results of this research confirm that the running dictation technique significantly enhances students' listening skill. This finding aligns with previous studies by Zainab and Jawad (2020), who found that running dictation promotes better vocabulary retention and pronunciation accuracy through active participation. Furthermore, the interactive nature of this activity creates an enjoyable classroom environment that encourages collaboration and concentration. Students are required to listen attentively, recall information accurately, and communicate effectively, thereby reinforcing multiple language skills simultaneously.

The effect of running dictation can also be attributed to its kinesthetic and cognitive engagement. By combining physical movement with auditory input, the method enhances memory retention and focus, making it particularly suitable for young learners. In contrast, traditional listening exercises tend to be passive and may not sustain students' attention, resulting in limited progress. Therefore, incorporating running dictation into language instruction can serve as an effective pedagogical tool for improving listening comprehension.

Conclusion

Based on the findings, it can be concluded that the running dictation technique has a significant positive impact on improving students' listening skill. The results of the data analysis showed that the mean score of the experimental class increased from 39.66 in the pre-test to 81.55 in the post-test, while the control class showed only a minimal improvement from 40.00 to 40.24. Furthermore, the statistical test (t-test) revealed that the p-value was less than 0.05, indicating a significant difference between the experimental and control groups.

This finding confirms that the Running Dictation technique effectively enhances students' skill to comprehend spoken English. Through this technique, students not only listen actively but also engage in speaking, reading, writing, and teamwork. The interactive and kinesthetic nature of Running Dictation helps students maintain focus, improve vocabulary retention, pronunciation, and comprehension.

Therefore, The method not only increases students' test performance but also fosters enthusiasm, collaboration, and active participation in the classroom. Teachers are encouraged to implement this technique as an alternative strategy to enhance students' listening comprehension. Future research may explore the long-term effects of running dictation across different language skills and educational levels to further validate its effective. It can be concluded that the use of Running Dictation is an effective and enjoyable technique for teaching listening skills, and it contributes significantly to students' improvement in understanding spoken English.

Acknowledgements

The researcher would like to express special thanks are also extended to the lecturers and staff of the English Education Department at STAI Hubbulwathan Duri for their assistance and encouragement. The researcher's appreciation goes as well to all students and teachers of MTS Al-Jauhar who participated in this study, whose cooperation made this research possible.

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