



## The Importance of Running Dictation to Increase Students' English Skill at University

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### ABSTRACT

English is a language used to communicate in every country because now is the era of globalization. This study uses qualitative descriptive research. The data took from observation, observation, and documentation. It was according to triangulation data. This research aimed to increase English language skills by all students, especially students in education and teacher training. Running Dictation is an English learning program. The characteristic of research located in the process, the process of learning a previous student's English has low ability during the learning process looks active, eager to learn, and help each other students in completing assignments that are given. The activity can provide alternative problem-solving, namely the existence of appropriate English learning activities. The results of this study show that English is needed and seen from the enthusiasm of students to master English. For this reason, the role of higher education, especially English language education, is necessary to the community so that students can communicate actively in English, both written and oral official as a communication according to the needs of life.

**Keywords:** running dictation, english skill, education

### ABSTRAK

Bahasa Inggris adalah bahasa yang digunakan untuk berkomunikasi di setiap negara karena sekarang adalah era globalisasi. Penelitian ini menggunakan penelitian deskriptif kualitatif. Data diambil dari observasi, observasi, dan dokumentasi. Itu menurut data triangulasi. Penelitian ini bertujuan untuk meningkatkan kemampuan berbahasa Inggris oleh seluruh siswa, khususnya siswa dalam pendidikan dan pelatihan guru. Running Dictation adalah program pembelajaran bahasa Inggris. Karakteristik penelitian terletak pada proses, proses belajar bahasa Inggris siswa sebelumnya memiliki kemampuan rendah selama proses pembelajaran terlihat aktif, bersemangat untuk belajar, dan saling membantu siswa dalam menyelesaikan tugas yang diberikan. Kegiatan tersebut dapat memberikan alternatif pemecahan masalah, yaitu adanya kegiatan pembelajaran bahasa Inggris yang sesuai. Hasil penelitian ini menunjukkan bahwa bahasa Inggris sangat dibutuhkan dan dilihat dari antusiasme siswa untuk menguasai bahasa Inggris. Untuk itu, peran pendidikan tinggi khususnya pendidikan bahasa Inggris sangat diperlukan bagi masyarakat agar mahasiswa dapat berkomunikasi secara aktif dalam bahasa Inggris, baik tertulis maupun lisan resmi sebagai komunikasi sesuai kebutuhan hidup



## INTRODUCTION

English is an international language that is often used by people around the world. Phenomenon in Indonesia, English is only learned at school but is not used in everyday life. So that English in Indonesia is generally taught as a foreign language. The naming of the foreign language in question has meaning as a means of communication in certain countries where the language is taught. And in Indonesia, English is not used as a second language. The second language here means as the main language but is one of the languages used in general. In the world of education in Indonesia, English is only studied as theory and knowledge. So this triggers students' difficulties in learning English and greatly influences the achievement of students' English skills. So, even though English is the most compulsory international language to learn for current educational needs, many students and future generations rarely use English in everyday life. If more and more people use English, there will be more opportunities and benefits that can be obtained in using good English.

Learning to speak English can be done anywhere, especially at school. When studying English at school, students will always be supervised by a teacher or someone who understands better how to use good and correct English. At school, learning and understanding English will also be in accordance with the material and capacity of students because it is adjusted to the syllabus that has been made by educational institutions. Learning at school can also apply aspects of writing, speaking, listening and reading. These aspects become one of the supports to increase vocabulary mastery so that it can make it easier for students to understand English effectively. Apart from learning English at school, the most effective and fast way to learn and understand English is to do individual learning at home. If at school the tools used to learn English are very limited, at home one can take advantage of everything that has been facilitated by the family because at home there are no restrictions but still under the supervision of parents.

The difficulties in learning English are the difficulty of pronunciation in reading because of the difference in articulation between the reading and the way it is pronounced, as well as the difficulty in understanding grammar in the context of tenses and words that have many meanings. Lack of confidence in speaking English is also a cause of difficulty coupled with the difficulty of translating every sentence you want to say, which is an additional factor in speaking English in public. The lack of friends to practice English is also the cause of one's ultimate difficulty in practicing English.

As for Law Number 20 of 2003 concerning the National Education System article 23 which reads: "foreign languages can be used as the language of instruction in certain educational units to support the ability students' foreign languages" and article 50 paragraph 3 which reads: "the government

and/or the Regional Government organizes at least one education unit at all levels of education to be developed into an international standard education unit.

Speaking skills in English are a person's skill to convey his thoughts to anyone orally, however, speaking skills are difficult to develop if they are not continuously trained and can be done with colleagues in the class, all English lecturers, or other lecturers who can speak English. The aim is to improve speaking skills, enrich the use of vocabulary, improve language structure, perfect pronunciation of English vocabulary and sentences, and train listening so that it is easy to catch messages.

from the interlocutor.

Running dictation is expected to be useful to facilitate students in developing their writing achievements. Running the dictation technique where the students work in groups to dictate the sentence, there is a runner and the writer in each group (Hess, 2021). From the explanation above, the authors conducted research to determine the important role of running dictation in teaching speaking in the classroom

## METHOD

Based on the type of strategy using running dictation in English speaking skills, there are several ways that are often used as a reference. The method used is qualitative and field analysis. This study aims to describe whether the use of running dictation can increase the activity and English learning outcomes of students of the 2nd semester of the Islamic Religious Education Study Program. This research took place in May-June 2023. The subjects of this study were class A1 students of Islamic Education Study Program at the University Islam Tribakti Lirboyo Kediri, totaling 40 students. Data collection techniques are carried out by means of observation, tests, and documentation. Data were analyzed by means of descriptive qualitative.

## RESULTS AND DISCUSSION

The four integrated language skills (listening skills, speaking skills, reading skills and writing skills) must always be practiced. There are several approaches to practice speaking English as a foreign language:

1. The lecturer controls student activities as often as possible so that all students are active in speaking skill activities.
2. Provide opportunities for students to recognize patterns of sentence structure and use of vocabulary so that each participant in the process of learning speaking skills remains interesting.
3. Students are given the opportunity to do role-play according to ability.
4. Assisting students in performing speaking skills so that students feel cared for by the lecturer.
5. Practice speaking skills students are given the opportunity to speak freely in a predetermined corridor.

The researcher decided to prepare more interesting media and make clear rules regarding the implementation of learning using running dictation. Also at this stage, the researcher decided to divide the students into small groups so that learning could take place well. After the learning design is completed, the researcher proceeds to the next stage, namely the implementation stage. The implementation stage is carried out referring to the learning implementation plan. At this stage the running dictation activities are carried out by students in small groups consisting of five people. The researcher prepared 10 texts, some of which were pasted on the wall and some were placed on the lecturer's desk and asked the students to run towards the text that had been provided, then read the text and tried to remember as much of the contents of the text as possible, then returned to their group mates and dictated the text they had read earlier to them. friend to write back.

This activity is carried out repeatedly until they finish writing and the time determined by the lecturer has run out and then each group reads the results of their work. The lecturer gave praise to the group that managed to write texts without errors. The observation phase is carried out simultaneously with the implementation phase. At the observation stage, the researcher was assisted by two observers to help researchers observe learning activities using the running dictation strategy. The observed activities are the activities of the lecturers and the activities of the student participants. This is done to see whether the lecturer, in this case the researcher, has carried out the learning according to the learning implementation plan as well as the students.

Based on the data analysis, there are some findings presented. First, researchers are still implementing actions that refer to the running dictation learning model scenario developed by Seok-Hoon Quah (2013) with the procedures or steps described in the previous section. Each group plays its role (runner and listener) to help each other master speaking learning based on an assignment sheet which contains five simple sentences in English and must be disclosed to colleagues (listeners). Although this method is still said to be new to students, students' enthusiasm for learning is starting to show. There are some students who are not used to learning conditions using this learning method so they are still nervous and shy about speaking English. In addition, there are still students who are less able (stutter) in pronouncing common words that are used every day written in simple sentences. In addition to these findings, there were some students who showed significant progress in speaking by expressing simple sentences to their colleagues.

Then, researchers more intensively guided students who had difficulty because spoken word recognition played an important role in spell-to-dictate skills (Chua & Liow, 2014). Finally, the researcher gives recognition or reward to those who show progress. Furthermore, the results show that the learning atmosphere is better. Almost all students take part in learning activities well and their abilities are said to be good. This is based on the results of the analysis of students' ability to express words in simple sentences. In addition,

most students are motivated in learning because the enthusiasm of students in participating in the teaching and learning process in the classroom increases.

## CONCLUSIONS

This study aims to determine the impact of running dictation in teaching speaking at university level students. Given that the ability to speak English is generally affected by learning experiences in classes that involve students less in learning activities, the research questions focus on applying running dictation in pronouncing words in simple sentences. Research findings can be developed through future research with a large number of participants. Considering that the place and participation in the study was only one class with a relatively small number of participants (40 students) and the research focus on the pronunciation of words and sentences in speaking, the research that will need to apply running dictation with different contexts and aspects of speaking.

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