

# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Multiple Correlation Of Reading Skill And Grammar Mastery Toward Speaking Achievement For First Year Students Of Senior High School

Profil Pertanyaan Mahasiswa Pada Materi Hakikat Profesi Kependidikan

Choral Repetition To Teach Vocabulary

Membangun Sekolah Unggul Berdaya Saing Melalui Kepemimpinan Transformatif

A Study On The Implementation Of Project Based Learning In Teaching Writing To English Education Department Students Of STKIP PGRI Blitar Academic Year 2018/2019

Improving Listening Skill Using Running Dictation On The First Semester Students' At STKIP PGRI Tulungagung

Pentingnya Membangun Solidaritas Komunitas Pedagang Kaki Lima

Keefektifan Buzz Groups Dengan Impress Dalam Pengajaran Tata Bahasa Bagi Siswa Sekolah Menengah Kejuruan

Analisa Dampak Metode Peta Konsep Pada Prestasi Dan Minat Belajar Siswa Dalam Pembelajaran Akuntansi

Menumbuhkembangkan Karakter Anak Melalui Model Pembiasaan Di Lingkungan Keluarga

Kemampuan Mahasiswa Dalam Menyusun Gagasan Belajar Dan Pembelajaran Untuk Pelajaran Matematika

Pengembangan Modul Pembelajaran Berbasis Masalah Untuk Membantu Meningkatkan Berfikir Kreatif Mahasiswa

Improving Students' Writing Through Bilingual Cooperative Integrated Reading And Composition (BCIRC)

Click And Clunk Strategy In Reading Comprehension Of Descriptive Text

The Influence Of Post Task Activities On Undergraduates Students At STKIP PGRI Tulungagung

**CAKRAWALA PENDIDIKAN**  
**Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan**

Terbit dua kali setahun pada bulan April dan Oktober  
Terbit pertama kali apri 1999

**Ketua Penyunting**

Feri Huda

**Wakil Ketua Penyunting**

Saiful Rifa'i

**Penyunting Pelaksana**

Udin Erawanto

Suryanti

Annisa Rahmasari

**Penyunting Ahli**

Miranu Triantoro

Riki Suliana

Khafid Irsyadi

**Pelaksana Tata Usaha**

Kristiani

Suminto

Sunardi

---

**Alamat Penerbit/Redaksi :** STKIP PGRI Blitar, Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493. Langgan 2 Nomor setahun Rp. 200.000,00 ditambah ongkos kirim Rp. 50.000,00.

---

**CAKRAWALA PENDIDIKAN** diterbitkan oleh Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI Blitar. **Ketua :** Dra. Riki Suliana RS., M.Pd., **Wakil Ketua :** M. Khafid Irsyadi ST., M.Pd

---

Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat- syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

## Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI) Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)  
Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

Anderson, D.W., Vault, V.D., dan Dickson, C.E. 1993. *Problem and Prospects for the Decades*

*Ahead: Competency Based Teacher Education*. Barkeley: McCutchan Publishing Co.

Huda, N. 1991. *Penulisan Laporan Penelitian untuk Jurnal*. Makalah disajikan dalam Loka

Karya Penelitian Tingkat Dasar bagi Dosen PTN dan PTS di Malang Angkatan XIV, Pusat Penelitian IKIP MALANG, Malang, 12 Juli.

Prawoto, 1998. *Pengaruh Pengirformasian Tujuan Pembelajaran dalam Modul terhadap Hasil*

*Belajar Siswa SD PAMONG Kelas Jauh*. Tesis tidak diterbitkan. Malang: FPS IKIP MALANG.

Russel, T. 1993. An Alternative Conception: Representing Representation. Dalam P.J. Nlack & A. Lucas (Eds.) *Children's Informal Ideas in Science* (hlm. 62-84). London:Routledge.

Sihombing,U. 2003. *Pendataan Pendidikan Berbasis Masyarakat*.  
<http://www.puskur.or.id>.Diakses pada 21 April 2006.

Zainuddin, M.H. 1999. Meningkatkan Mutu Profesi Keguruan Indonesia. *Cakrawala Pendidikan*. 1 (1):45-52.

8. Pengiriman Artikel via email ke [hudaferi@gmail.com](mailto:hudaferi@gmail.com) paling lambat 3 bulan sebelum bulan penerbitan.

# CAKRAWALA PENDIDIKAN

## Forum Komunikasi Ilmiah dan Ekspresi Kreativitas Ilmu Pendidikan

Volume 22, Nomor 2, Oktober 2018

---

### Daftar Isi

Multiple Correlation Of Reading Skill And Grammar Mastery Toward Speaking Achievement For First Year Students Of Senior High School .....	1
<i>Annisa Rahmasari</i>	
Profil Pertanyaan Mahasiswa Pada Materi Hakikat Profesi Kependidikan .....	11
<i>Cicik Pramesti</i>	
Choral Repetition To Teach Vocabulary .....	29
<i>Dina Kartikawati</i>	
Membangun Sekolah Unggul Berdaya Saing Melalui Kepemimpinan Tranformatif .....	34
<i>Ekbal Santoso</i>	
A Study On The Implementation Of Project Based Learning In Teaching Writing To English Education Department Students Of STKIP PGRI Blitar Academic Year 2018/2019.....	43
<i>Herlina Rahmawati</i>	
Improving Listening Skill Using Running Dictation On The First Semester Students' At STKIP PGRI Tulungagung .....	49
<i>Ika Rakhmawati</i>	
Pentingnya Membangun Solidaritas Komunitas Pedagang Kaki Lima .....	56
<i>Kadeni</i>	
Keefektifan Buzz Groups Dengan Impress Dalam Pengajaran Tata Bahasa Bagi Siswa Sekolah Menengah Kejuruan .....	67
<i>M Ali Mulhuda</i>	
Analisa Dampak Metode Peta Konsep Pada Prestasi Dan Minat Belajar Siswa Dalam Pembelajaran Akuntansi .....	81
<i>Maratus Solichah</i>	
Menumbuhkembangkan Karakter Anak Melalui Model Pembiasaan Di Lingkungan Keluarga.....	90
<i>Miranu Triantoro</i>	

Kemampuan Mahasiswa Dalam Menyusun Gagasan Belajar Dan Pembelajaran Untuk Pelajaran Matematika .....	103
<i>Suryanti</i>	
Pengembangan Modul Pembelajaran Berbasis Masalah Untuk Membantu Meningkatkan Berfikir Kreatif Mahasiswa .....	117
<i>Udin Erawanto</i>	
Improving Students' Writing Through Bilingual Cooperative Integrated Reading And Composition (BCIRC).....	128
<i>Varia Virdania Virdaus</i>	
Click And Clunk Strategy In Reading Comprehension Of Descriptive Text.....	145
<i>Wiratno</i>	
The Influence Of Post Task Activities On Undergraduates Students At STKIP PGRI Tulungagung.....	157
<i>Yulia Nugrahini</i>	

## **IMPROVING LISTENING SKILL USING RUNNING DICTATION ON THE FIRST SEMESTER STUDENTS' AT STKIP PGRI TULUNGAGUNG**

**Ika Rakhmawati**

*Ikarakhmawati696@yahoo.co.id*

**STKIP PGRI TULUNGAGUNG**

**Abstrak:** Mendengarkan adalah salah satu keterampilan bahasa Inggris, yang dalam kegiatannya membutuhkan ketajaman pendengaran, konsentrasi yang kuat dan kontrol kosakata. Dalam penelitian ini peneliti menawarkan teknik *running dictation* (dikte berjalan). Teknik ini adalah salah satu model pembelajaran kooperatif yang dapat meningkatkan kemampuan siswa untuk bersaing dalam kegiatan pembelajaran, dan juga dapat mengembangkan kemampuan berpikir kritis siswa, serta membantu siswa untuk mengingat konsep yang dipelajari dengan mudah. Berdasarkan skor siswa pada studi pendahuluan, terlihat bahwa kemampuan mendengarkan siswa membutuhkan peningkatan karena nilai mereka rendah. Hanya ada 13 siswa yang lulus tes mendengarkan. Keberhasilan kelas ini kurang dari 80%. Hasilnya tidak bisa mencapai kriteria keberhasilan. Ini berarti bahwa kemampuan mendengarkan siswa sebelum penerapan strategi lemah. Untuk meningkatkan kemampuan mendengar siswa, peneliti melakukan Penelitian Tindakan Kelas. Dari siklus pertama, diketahui bahwa jumlah siswa yang lulus tes kosakata meningkat. Hasil penelitian pada siklus ini adalah 18 siswa lulus tes menyimak. 81% dari siswa berhasil dan mereka telah mencapai kriteria keberhasilan. Ini berarti keterampilan mendengarkan siswa meningkat setelah strategi diterapkan.

**Kata Kunci:** *keterampilan menyimak, running dictation*

**Abstract :** Listening is one of the English skills , which in the activity requires the sharpness of hearing, a strong concentration and control of vocabulary. In this study researcher offers running dictation technique. It is one of the cooperative learning model that can improve students' ability to compete in learning activities, and also can develop students' critical thinking skills, as well as help students to remember the concepts learned easily. Based on the students' score on preliminary study, it is shown that the students' listening needed improvement caused their scores were low. There were only 13 students who passed the listening test. The success of this class was less than 80%. The result could not achieve the criteria of success. It means that the students' listening before the implementation of the strategy is weak. To improve the students' listening, researcher did classroom action research. From first cycle, it is known that amount of the students who passed the vocabulary test increased. The result of study on this cycle was 18 students passed the listening test. 81% of the students were successful and they had achieved the criteria of success. It means that the students' listening skill improved after the strategy implemented.

**Key Words:** *listening skill, running dictation*

## INTRODUCTION

Listening is one of the components of one's skills when they have good interpersonal skills. An effective communication can be done by someone if you have good listening skills as well. And the ability to listen to be the main thing must be owned by someone if you want communication effectively

In Indonesia, English is considered a foreign language because it is learned after the first language has been acquired. As a result, in the process of learning English, students usually face many problems that can be found in the form of mistakes they make. The error arises because the system differs between the native language of the student and the foreign language they are learning. It is realized that each language has its own system that is different from each other, so it is possible for students to make mistakes and find difficulties in learning a foreign language which is English.

During the preliminary study, the researcher found that the students of the first semester students got difficulties in learning listening. The students face difficulties in memorizing new vocabulary, and difficulty to write those words in correct spelling. They were hard to listen a new word and then memorize some vocabularies that have taught in previous meeting. The researcher found that the teaching and learning

listening strategy was not inovative. The students were not interested in learning listening. They have not understood about importance of learning listening in English. The teaching and learning process was bored. The teacher gives less motivation to students, so they didn't have motivation to learn listening in English. Then, it became a big problem in learning to use English

Based on the problems found above, the teacher should be able to decide a good strategy and appropriate method in teaching and learning process on listening skill. The method should be suited with the situation of class. The .lecturer must try to raise the students' attention and motivation in teaching and learning process, the lecturer should guide the students to learn the target language using good and meaningful listening using running dictation.

### **Listening**

Listening is the process of understanding speech in a first or second language.[\[1\]](#) It means that listening is one of major skill that every English student must had. Practically, there are still many people who have lack of listening skill than other skill, especially it is the common problem the mostly ESL student had. For example when student could speak English fluently but she could not identify what the native speaker said. It could be influenced by neither the speed of speech that is too fast nor the

low responses skill of what they heard. <http://teachingdictation.blogspot.co.id/2010/01/definition-of-listening.html>

According to Ronald carter the term listening is used in language teaching to refer to complex process that allow us to understand spoken language[2]. This theory explains that listening is not only recognizing the sound but also student must get the meaning of word. Recognizing the function of the sentences when in an interaction and student must listen carefully. If one sentence can not be heard clearly, it is difficult to understand the another word or sentences. Therefore, there is so much attention in listening process. In the same way, David Nunan define the listening as a matter of decoding the individual sound to derive the meaning of word and change utterance[3]

### **Running Dictation**

Theoretically, Running Dictation is done in small groups that will give students the opportunity to actively talk (Nystrand, 1986), is a technique recommended in school reconstruction (Newmann, 1986). This small group technique is also widely recommended as a way of obtaining a degree of sense of equality in the classroom (Oakes and Lipton, 1990). The benefit of Running Dictation is the availability of increased opportunities for great communication among fellow students (Kerr, 1985)

Barness and Todd (1977) concluded that learning in groups was

more effective than other means or techniques. Compared with other methods, competitions and individuals, the technique of working in groups has more value (Johnson, 1984).

Running Dictation is one type of dictation where in the implementation of the student must be responsible with the part of the story obtained or received. This activity should be done in groups where when the first person has listened to the teacher's story, they quickly move on to the second person and retell the story. This is done onward up to the last group members. This activity is done continuously with fragments of different paragraphs until the story is resolved. After the entire paragraph is dictated, each group rewrites the story. Stories that have been written later can be displayed on the board for comparison with other groups.

More specifically, the implementation steps are as follows:

1. Students form groups of 5-6 people and each member of each group is numbered.
2. The teacher calls one of the numbers (can start with numbered member 1 etc. for easier), directs the student out of the class and dictates 1 short paragraph.
3. Students listen and remember the paragraph read by the teacher and dictate back to all members of his group in chains.



4. Each member of the group memorized the contents of the paragraph and the fastest group immediately raised their hands and mentioned "bingo".
5. The teacher appoints one of the group members to tell the paragraph.
6. The fastest group and can tell the paragraphs correctly earn points.
7. The teacher does the same activity until all the paragraphs are delivered and all group members get their turn.
8. Each group writes each paragraph in an origami paper and puts it in the correct order into a story.
9. Each group displays the results of their work in the classroom.

## **RESEARCH METHOD**

### **Research Design**

The design of this research is a classroom action research with cycle model since this research is planned to improve the students' listening skill at the first semester through Running dictation with clue from alphabet card. Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices

are carried out (Carr and Kemmis 1988: 5-6 in Smith, 2007).

Action research puts ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching, and learning. The ultimate result is improvement in what happens in the classroom and school (Kemmis & McTaggart, 1982). The function of an action research is basically as a tool for improving the quality and efficiency of the application of educational activity. In short, a classroom action research is intended to solve a problem in the classroom.

Applying the principle of an action research design, this study involves the spiral of planning, acting, observing and reflecting. The actions will be continued to the next cycle if the result is not achieved the standard score based on the criteria of success. The researcher takes the model of an action research proposed by Kemmis and Targert in which each cycle consists of four steps. Those four main steps are preceded by preliminary study. Waters – Adams (2004) states, “For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice (reconnaissance) before you are ready to plan and implement a change”.

This study is conducted at the first semester students of STKIP PGRI Tulungagung in the academic year of

2017/2018. There are 22 students in the class. They are 6 boys and 16 girls.

In this session, the researcher describes preliminary study, planning, implementing, observing, reflecting and data analysis. Planning consist of preparation of the strategy, preparation of the lesson plan, research instruments and criteria of success.

### **Research Findings and Discussion**

Based on the result of the students' score from the preliminary study, the first cycle and the second cycle, there was significant development of the success. It could be seen from the diagram as follows;

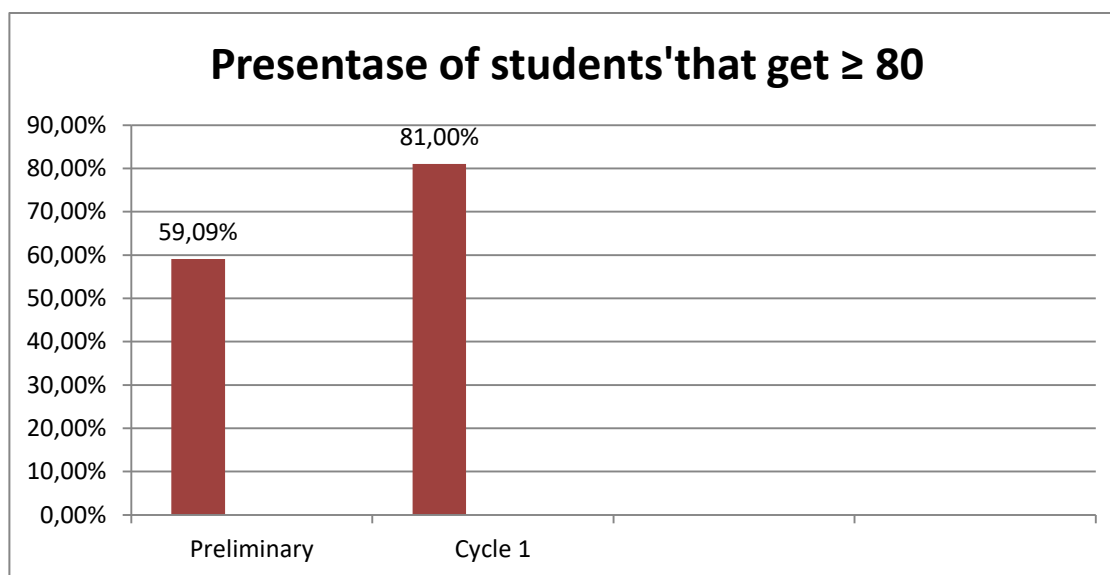


Diagram 5.1 the percentage of success on preliminary study and first cycle

From diagram 5.1, it was clear there was improvement the students' vocabulary mastery from preliminary study to the first cycle. On preliminary study, only 13 students passed the test. It meant just 59,09% from 22 students had listening skill. Then on the first cycle, 18 students were successful on listening test. 81% of all students could pass and 19% (4 students) were failed. According to the criterion as stated in the chapter III, it could be

concluded that the first cycle was successful since the result is better than on the pre-test . Thus, the class could be said to have success in learning the material presented.

### **CONCLUSION AND SUGGESTION**

#### **Conclusion**

Based on the students' score on preliminary study, it is shown that the students' vlistening needed

improvement caused their scores were low. There were 59,09% of 22 students who passed the listening test. The success of this class was less than 80%. The result could not achieve the criteria of success. It means that the students' listening skill before the implementation of the strategy is quite weak. To improve the students' listening, the researcher did this classroom action research.

From first cycle, it is known that amount of the students who passed the vlistening test increased.. The result of the study on this cycle was 18 students passed the vocabulary test. 81% of the students were successful and it had achieved the criteria of success. It means that the students' listening skill improved after the strategy.

After implementing running dictation to improve students' listening skill in the first semester students of STKIP PGRI Tulungagung, the researcher can conclude:

1. It is necessary to introduce Running dictation technique to the students before guiding them to implement it in the classroom, so that the students can understand the procedure that will be implemented through running dictation. The rules of the method have to explain carefully and clearly.
2. It is important to the teacher give a chance to the students to express their idea before the presents their

result because it may help to improve their listening skill and idea that will be presented. It can be showed when the students work together.

3. The lecturer should guide students, observe, and monitor the students' activities during the implemented of running dictation, and help them if they are having difficulties.

### **SUGGESTION**

The suggestion for the students by using Running dictation, the students can know much listening skill and its spelling and it makes students more active in teaching and learning process especially to improve their listening. The students can motivate themselves to be more active in joining the English class to improve their English achievement, especially in listening skill.

Realizing that implementation of Running dictation was successful as an alternative way that can improve the first semester students' listening skill of STKIP PGRI Tulungagung in the academic year 2017/2018, the researcher suggested that English lecturer should use Running dictation as alternative way in teaching listening skill.

The researcher hopes that the study will be useful for the future researcher as the reference to make a further research. It is also advisable for them to use other method in their study for enriching the technique that can be

used for improving the students' listening skill.

## **REFERENCES**

- Anderson, P. (1972). *Language Skill in Elementary Education*. New York: Macmillan Publishing Co., Inc.
- Beal, M, L, et al. (2008). *State of the Context: Listening in Education*. Routledge, Taylor & Francis Group, LLC
- Brown, H. Douglas. (2004). *Language Assesment, Principles, and Classroom Practies*. San Francisco: Longman.
- Field, J. (2009). *Listening in the Language Classroom*. Cambridge: Cambridge University Press.
- Ginther, A. (2002). "Context and Content Visual and Peformance on Listening Comprehension Stimuli. *Language Testing*", 19 (2), 133-167.
- <http://teachingdictation.blogspot.co.id/2010/01/definition-of-listening.html>
- <https://www.teachingenglish.org.uk/article/running-dictation>
- Logan, Lilian M. et.al. (1972). *Creative Communication: Teaching the Languge Arts*. Toronto: Mc Graw-Hill Ryerson Ltd.