Running Dictation: an Effective Strategy for Teaching Vocabulary

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Abstract: The students' less interest and motivation in learning vocabulary caused their poor vocabulary mastery. Therefore, the researchers were interested in conducting a pre-experimental study to know whether running dictation strategy was effective for teaching vocabulary. The population of this study was all the students of class VIII of a private Islamic junior high school at Jombang.Then, the sample was 30 students of class VIII A. The instruments used to collect the data were pre- test and post-test of vocabulary. The students got the pre-test before the treatment conducted and the post-test after the treatment. After all the data from the pre-test and post-test were collected, the mean scores of the pre-test and post-test were calculated. It was followed by a paired-sample t- test calculation because their mean scores were different. The results showed that the mean score in the pre-test was 57 and the mean score of the post-test was 78. The sig. (2-tailed) score of the paired-sample t-test was 0.000. It means that the implementation of running dictation strategy was effective for teaching vocabulary. Thus, it is hoped that the results of this study can become a reference for the EFL teachers when teaching vocabulary.

Keywords: Effective Strategy, Running Dictation, Vocabulary

INTRODUCTION

It is very important for students to have an English ability (Andayani, 2022). According to Fitriyah (2021), in Indonesia, English becomes a compulsory subject in high schools. According to Isadaud et al. (2022), it is an obligation for the students in class VII until class XII of high schools in Indonesia to learn English. The students are demanded to master the four skills of English, namely listening, reading, speaking and writing. Then, in learning English the students need detail understanding in each word and sentence. Sometimes what has been written on the text and what we have listened is different. We also need to learn how to pronounce some words in a right way. But before learn further about English, there is a crucial part that must be learn and understood. That is vocabulary. Rashid et al. (2022) argue that vocabulary is one of crucial things that the students should understand. Learning vocabulary is the main capital of learning a foreign language, especially English. By having a lot of vocabulary, the students will easily understand the language that is being studied.

Vocabulary is word combinations or word groups that have certain meaning in certain context (Arina, 2024). According to Hasan (2018), vocabulary is a linguistic element that supports the four English skills. Meanwhile, Bai (2018) explains that vocabulary teaching not only focuses on understanding specific words or phrases but also involves the ability to use vocabulary correctly. Therefore, teaching vocabulary must be given more attention. Then, the English teachers must understand the condition of the students so that the students will not find the difficulties to accept the new things in their learning process.

The first step that the students should do when learning English is learning vocabulary. Afna & Sutriani (2018) added that in English communication, vocabulary becomes more important than grammar. If the students are still lack of vocabulary, they will not be accustomed to receiving English things. When the students have less understanding of the vocabulary, they will not be able to use the right vocabulary in their daily life and write the words in the correct spelling. Indonesian students still often find difficulties in learning vocabulary.

It also happened in class VIII A of a private Islamic junior high school at Jombang. Based on interview and observation with the teacher and students, it was known that there are many students in class VIII A who have difficulties in receiving and understanding the vocabulary. They still cannot understand what their teacher is talking about because of their lack of vocabulary. The teacher told that when she gave a small test to know how far the ability of VIIIA in receiving English vocabulary. The teacher asked the students to write what teacher was saying in their paper. The teacher gave several words that had easy and difficult spellings. After that, the students submitted the paper to the teacher and the teacher checked their answers. The teacher realized that still many students wrote wrong vocabularies. It was supported by the students' interview results reporting that they often got difficult to write the vocabulary correctly. They often misspelled. Their teacher mostly directly delivered the English subject without asking their understanding about the words. Their teacher never asked them to write the English words. Thus, their vocabulary mastery was still low.

The teachers have to choose the best method which is appropriate with the students' situations (Arimurti, 2024). There are many methods that can be chosen to teach vocabulary. One of them is dictation. Indah (2019) explains that dictation is an activity that can be used to increasing English skill especially in enriching vocabulary. Students not only understand what they listen but also the spelling of word, even punctuation and pronunciation by dictation. One of dictation strategies is running dictation. Naniwarsih & Mulyadi (2022) state that running dictation is a dictation strategy in which the students are divided into two groups, namely reader groups and writer groups. The reader groups will read the short texts sticked on the wall and the writer groups will write what the reader groups say to them.

Vocabulary

Vocabulary is a vital component of the language. In other word, learning vocabulary is introduction of learning new language. Vocabulary cannot be separated from each other in language learning process. Vocabulary is one of the components of language that will make the language meaningful (Schmitt & Schmitt, 2020). According to Dakhi & Fitria (2019), nothing can happen without vocabulary. There are four types of vocabulary that the students need to learn. They are word meaning, word use, word formation and word grammar (Manda et al., 2022). Word meaning shows the students that one word can have more than one meaning. Then, word use explains that a certain word will be appropriate in a certain topic but it will not appropriate to be used in other topics, even though they can express the same meaning. Next, word formation usually explains about the use of suffixes and prefixes (im-, or, in-). Meanwhile, word grammar explains about the word function in the sentence, such as a noun, an adverb, an adjective, a verb and a preposition.

Running Dictation

According to Naniwarsih & Mulyadi (2022), running dictation is a dictation strategy that consists of some activities, such as putting a dictation text on the wall, read the text, remember the words and write the word on their paper on their desk. Silalahi & Pratiwi (2021) present some procedures to carry out the running dictation. They are: (1) selecting the short texts, (2) Sticking the texts on the wall, (3) dividing the students into groups of readers and writers, (4) the reader groups go to the wall, read the text, memorize the words and dictate the words to the writers, (5) the writers write the words that the readers dictate, (6) the students submit their writing, and (7) the teacher checks the students' writing. Furthermore, Lekawael et al. (2024) mention that running dictation has some advantages, such as training the students to write what they listen, understanding word phrases existing in the sentence and improving the students' listening.

Several previous studies have investigated the use of running dictation in EFL teaching and learning. The implementation of running dictation could improve students' listening comprehension (Agustiani & Yulia, 2018; Destiana et al., 2019; Jaya et al., 2020). Furthermore, the students' writing ability could get improvement they were taught writing using running dictation (Hidayati et al., 2020; Silalahi & Pratiwi, 2021; Yolanda, 2019; Zakiyah & Husniah, 2017). Besides, running dictation also could boost the students' vocabulary (Jawad, 2020; Lekawael et al., 2024). All those previous studies proved that the use of running dictation could boost students' English ability. However, there were still limited studies investigating the use of running dictation in the teaching and learning of vocabulary. Therefore, the researchers conducted this present study to know the effectiveness of the implementation of running dictation strategy for teaching vocabulary.

METHODS

In order to find out whether or not running dictation strategy was effective for teaching vocabulary, the researchers carried out a pre-experimental study. This study used one class only as the experimental class without the control class.

Research Design

This pre-experimental study used one group pre-test- post-test design. It means that the researchers only gave the treatment to one group of students without having a control class. This study was conducted in a private Islamic junior high school in Jombang.

Participant

The population of this study was all the students of class VIII. There were five classes. Meanwhile, the sample of this study was the students of class VIII Aof that school consisting of 30 students, 11 boys and 19 girls. This sample was taken using apurposive sampling.

Material
The instruments to collect the data in this study were the pre-test and post-test of vocabulary. The materials tested in the pre-test and post-test were about the vocabulary telling adjective degree of comparison. There twenty questions in the form of multiple choices in those tests. The questions for the pre-test were the same as the questions for the post-test. The pre-test and post-test were use in the research after being declared that the questions were valid and reliable.

Procedure
Before conducting the study, the researchers carried out an observation in class VIII A. This observation was followed by an interview with the English teacher of class VIII A. The results of this pre-liminary study showed that the students' vocabulary mastery was still low. Then, the researchers decided to implement running dictation strategy to improve their vocabulary mastery. Before giving the treatment to students of class VIII A, the researchers made the research instruments consisting of the pre-test and post-test of vocabulary. After that, those tests were tried out and calculated their validity and reliability. After the pre-test and post-test were valid and reliable, the researchers conducted the research.

The researchers gave the pre-test in the first meeting. Then, it was continued with the treatment which was teaching the students vocabulary by using running dictation strategy in the second and the third meeting. In the fourth meeting, the researchers conducted the post-test. Then, all the data from the pre-test and post-test were collected.

Data Analysis
After the data were collected, the researchers calculated the average scores of the pre-test and post-test. When there was the difference between the mean score of the pre-test and the post-test, then, the data had to be analyzed whether their difference was significant or not using the paired-sample t-test. Before doing the paired-sample t-test, the researchers had to calculate their normality. All the calculation was done using SPSS version 25.0.

RESULTS
Before conducting the treatment, the researchers administered the pre-test to the students of class VIII A. The results of the pre- test scores can be seen in table 1.

TABLE 1. *The results of pre-test*

	N	Minimum	Maximum	Sum	Mean
Pre-Test					
	30	35	85	1705	57

The data in table 1 shows that the lowest score in the pre-test is 35, the highest score is 80 and the average score is 57. Because the average score, 57, is lower than 70, which is the passing grade of the school, it can be said that the students have low mastery in vocabulary.

The next meeting after the meeting for the pre-test, the researchers implemented running dictation method for teaching vocabulary in class VIII A This running dictation strategy was used for two meetings. Then, the students were asked to do the post-test questions. The results of the post-test is presented in table 2.

TABLE 2. *The results of post-test*

	N	Minimum	Maximum	Sum	Mean
Post-Test					
	30	70	90	2330	78

Table 2 tells us that the lowest score in the post-test is 70, the highest score is 90 and the mean score is 78. The mean score is higher than the passing grade. It means that the students' vocabulary mastery gets improvement. The mean scores of the pre-test and the post-test were different. This difference must be analyzed using a paired-sample t-test to know whether this difference is significant or not.

Before analyzing using the paired-sample t-test, the researchers must calculate the

normality of the data. The paired-sample t-test can be used when the data is in the normal distribution. The following table presents the results of the calculation of normality.

TABLE 3. *The results of normality*

No	Items	Kolmogorov-Smirnov[a]	Shapiro-Wilk
1	**Pre-test**		
	df	29	29
	Sig.	.200	.228
2	**Post-test**		
	df	29	29
	Sig.	.005	.155

Based on the Shapiro-Wilk, the data is normally distributed when the score of sig. is higher than 0.05. The data in table 3 explains that both the pre-test and the post-test data distribution is normal. Because the scores of sig. in the pre-test and the post-test are higher than 0.05.

Because the data is in the normal distribution, so the calculation is continued to the use of the paired-sample t-test. The results of the paired-sample t-test is presented in table 4.

Table 4. *The results of a paired-sample t-test*

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Before-After treatment	-20.000	16.237	3.386	5.907	29	0.000

The results of the paired-sample t-test show that the score of sig. (2-tailed) is 0.000. It is lower than 0.05. It means that the difference between the average score in the pre-test and post-test is significant. Because of that, the implementation of running dictation strategy for teaching vocabulary at class VIII A is effective.

DISCUSSION

The pre-test results reveal that the students' vocabulary mastery is still low**.** There are some reasons why the students' vocabulary is still low and weak. One of them was that the teaching and learning process used unsuitable method with the condition of the students. The unsuitable method can make the students difficult to understand what the teacher has delivered and make the students passive in learning process (Al-Rawi, 2013). Besides, the students also felt bored in their learning activities. Dealing with this, Puspitarini & Hanif (2019) explain that if the learning activities are boring and using the unsuitable method, the students will be hard to understand the materials. Then, they will not be interested in studying English anymore. Boring teaching method can tend to the shallow understanding or even lack of understanding of the subject matter.

Meanwhile, one of the internal causes is the students like to play with their classmates during the learning activities. This causes the students lose focus on the learning material and hinders the learning process. Agustin (2022) explained in her research that students are not actively involved during the teaching process because they are bored with the methods that given by teachers. Therefore, they prefer to doing something what they want rather than listening to the teacher explanation. So, the understanding of learning English especially in vocabulary is still weak.

In addition, the students also felt lazy to memorize the vocabulary taught by the teacher so that their vocabulary was still poor. This condition is supported by Aji et al. (2023) reporting that the causes of the students' poor vocabulary were that they were lazy to memorize the words, they did not understand the grammar of the words, they did not know the meaning of the words and they did not know the pronunciation of the words. As a result, the students cannot use the term appropriately in other occasion or pronounce it correctly.

Then, the students' vocabulary got improvement after being taught using running dictation strategy. The cause of this development is enthusiasm from the students that learning English in different way from the previous English teacher. They become interested in learning English vocabulary. After students were given treatment and became enthusiastic in learning English, several positive changes happened. Students who are interested and fun in learning English tend to be more focus and participate actively in learning, have motivation in learning English which can lead to increased understanding and mastery of the subject matter and also their self-confidence increases compared to before. These could increase their vocabulary mastery. Because the students' interest in learning has significant correlation with their learning achievement (Jumasih, 2021).

From the students' treatment responses when the researchers implemented running dictation strategy, students showed the enthusiasm in learning English vocabulary with new strategy. They were excited and curious at the moment because never used other strategy in their learning process. Then, the class atmosphere became different. It was more crowded than before. They became more motivated to join the vocabulary class. This motivation could make them increase their willingness to learn vocabulary. So that their vocabulary mastery became better. It is supported by Yanuarti & Rosmayanti (2019) stating that students' learning motivation had positive relationship with the students' achievement in learning.

Referring to the findings above, it can be seen from the sample t-test that there is a significant effectiveness on students' vocabulary after the researchers implemented running dictation strategy in the vocabulary class. There are several reasons why using running dictation strategy is effective for teaching vocabulary. The junior high school had limited resources to explore their foreign language knowledge. In the other hand, the English teacher still used teacher-centered learning method. So, the introduction of a new strategy such as strategy could improve students' motivation. This strategy also increased the enthusiasm of young learners and motivated them to learn more about vocabulary. All of those were caused by the implementation of running dictation strategy. Running dictation strategy made the students feel fun and interested in learning (Agustiani & Yulia, 2018; Hidayati et al., 2020; Jaya et al., 2020).

Then, the students also enjoyed their learning activities through new way and new strategy. Even though before the researchers gave the new strateg, they said that English was the most difficult language. They became enthusiastic about receiving English vocabulary with different strategy and it could improve their understanding of vocabulary about degree of comparison. Furthermore, running dictation strategy is a suitable and good strategy in learning English especially for teaching vocabulary. The running dictation strategy could engage the students and push them to learn English vocabulary in the class. In addition, stated that running dictation strategy could increase the students' engagement in learning (Silalahi & Pratiwi, 2021). Meanwhile, this present study also has the same results as the previous studies finding that running dictation could improve the students' vocabulary mastery (Jawad, 2020; Lekawael et al., 2024).

CONCLUSION

Before being taught using running dictation strategy, the students' vocabulary mastery at class VIII A at a private Islamic junior high school in Jombang was still low. After they were taught vocabulary using running dictation, their mastery in vocabulary increased. Then, the present study also revealed that running dictation strategy was effective for teaching vocabulary based on the results of the paired-sample t-test calculation. Therefore, the English teachers are suggested to use running dictation strategy to improve their students' vocabulary mastery. However, this research is still limited to one class only as the sample so the future researchers are recommended to conduct the similar research subject with the larger sample and population.

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