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by Ari Sulistyawati

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THE UTILIZATION OF 'ONLINE DICTATION' CONTENT TO INCREASE STUDENTS LISTENING ABILITY IN STIKES MADANI YOGYAKARTA

Surip Haryani¹, Miftahul Zuhro²

¹Lecturer of S1 Nursing Program, Sekolah Tinggi Ilmu Kesehatan Madani Yogyakarta

²Student of S1 Nursing Program, Sekolah Tinggi Ilmu Kesehatan Madani Yogyakarta

Email Correspondence: sharyani81@gmail.com

Abstract

Listening is one of the skills considered hard for the students in learning English. Rapid listening practice can be used to overcome this. This is experimental research aimed to find out the effect of online listening dictation content using pre and post-tests design. 15 students were taken randomly. Paired T-Test shows an increase in the value of the pre and post-test results of all study participants with a p-value of 0.003 and <p value 0.05 means there is an influence of online listening content on the website to improve students' listening skills.

Keywords: English, Listening Ability, Online Dictation

INTRODUCTION

In learning English there are 4 (four) basic abilities that must always be given to students. The 4 (four) skills in question are the ability to listen, read, write and speak. The final point of the goal of learning English is to speak fluently. These abilities are given on an ongoing basis and are related to each other supported by grammar. One of the skills that are considered hard for the students to be easily understood is listening to skill. During the years of teaching in STIKES Madani Yogyakarta where the students are non-English department students, listening is considered as a hard session in English learning activities.

One of the activities in listening is dictation. (Richards & Schmidt, 2010) state that dictation is "a technique used in both language teaching and language testing in which a passage is read aloud to students or test-takers, with pauses during which they must try to write down what they have read as accurately as possible". The students have to write down what they listen to from the audio or spoken passage accurately which means it indicates the ability to recognize the vocabulary. The spoken passage or sentences can be in the audio

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format which is read by English native speakers or spoken by the teacher in the class. Of the 4 English skills that are felt difficult by students, especially the class of 2019/2020 is listening to ability. This can also be seen from the results of the value of listening practice activities. Students tend to be more difficult to get the maximum value if it is related to listening practice. By still being one of the skills that are still a scourge in English courses, the author wants to get a solution related to it. But the problem is still limited listening resources in teaching for some reasons, especially for teaching listening materials. As (Nurjannah, 2019) findings in her research Meningkatkan Kemampuan Listening Siswa Dengan Running Dictation Strategy, researchers tried to find another dictation teaching technique online. The study used free dictation online teaching materials available on the website www.englishclub.com

There are some resources of listening materials as (Alzuhdy, 2014) mentions in his article that online resources are abundant for improving listening skills. The materials are provided on the websites and students are free to practice the listening skills provided on the websites such as British council, syllabi, Englishteens, ryndal, etc. During covid -19 pandemic distance learning or online learning is widely used all over the world, online or web-based materials are helpful to help teachers in providing teaching materials for the students. For those who have limitations in providing media for the material development of teaching materials, online materials are helpful for helping the learning-teaching process. Any Farikhatul Maghfiroh, (2016) finds that the dictation technique is effective to teach listening to the students. The author has the same insight with this finding and is trying to use the dictation method for improving the students listening ability. The dictation method was chosen for improving the listening ability as it is taken for the resources where the audio is spoken by the English /native speakers. This study is focused on the listening content of a website named englishclub.com. The content of “online dictation” can be used as one of the ways to improve the students listening ability. The audio on the content is provided at normal speed and slow speed of sentence reading. The students can practice the dictation especially in the slow sentence reading mode while the normal speed ones listen at the beginning of the number.

METHODS

This is a quantitative experimental research using one group pre-test and post-test design. The results of the listening pre and post-test listening ability scores were presented and measured quantitatively using dependent T-test analysis with SPSS application. If the significant value of Sig (2 Tailed) T-test <0.05 , it shows a significant difference between the pre and post-test values. The population in this study were first-semester students of STIKES Madani Yogyakarta. Sampling was conducted using random sampling techniques to 15 students representing students of the 2019/2020 STIKES Madani Yogyakarta. The researchers took 5 Respondents for each program; 5 students from the Nursing Bachelor Program, 5 from the D III Midwifery program, and 5 students from the D III Pharmacy program. The design of this study uses pre-experimental and true experimental designs. The steps were observation, pre-test, application, and post-test.

Data collection techniques with primary data use observation and interviews to find out problems related to student listening skills. The treatment or experiment was given by providing material in the dictation online content to be done especially at the level that matches the screening results. The content was downloaded first with the consideration that the research participants did not do cheating or be dishonest in doing listening exercises. Then to find out how the listening ability, the students were given pre and post-tests. Analysis of the listening test results is analyzed using the T-test.

RESULTS AND DISCUSSION

The content chosen by researchers was elementary level. This was because the results of screening indicate the level of student ability, especially for listening ability, were mostly at the basic level. On the observation stage, the author found that most of the student's scores in the listening activities in the classroom tended to be below. In the interview, the author only gave a few simple questions related to their previous listening experience in their previous school because the research samples are 1st-semester students. Most of them explained that seldom had they done listening in their high school before but more exercise for other skills. On the pre-test stage, the score gained by the students tended to be below :

Tabel 1. Pre-Test result

Name	Program	Pretest	
		Numbers of Correct Answers	score (%)
Respondent 1	D III Midwifery	25	15.43
Respondent 2	D III Midwifery	37	22.84
Respondent 3	D III Midwifery	60	37.04
Respondent 4	D III Midwifery	50	30.86
Respondent 5	D III Midwifery	48	29.63
Respondent 6	D III Pharmacy	16	9.88
Respondent 7	D III Pharmacy	68	41.98
Respondent 8	D III Pharmacy	50	30.86
Respondent 9	D III Pharmacy	34	20.99
Respondent 10	D III Pharmacy	81	50.00
Respondent 11	Nursing	25	15.43
Respondent 12	Nursing	13	8.02
Respondent 13	Nursing	16	9.88
Respondent 14	Nursing	31	19.14
Respondent 15	Nursing	62	38.27

The post-test results indicate the improvement of the score

Tabel 2. Post-Test results

Name	Program	Post-test	
		Numbers of Correct Answers	score (%)
Respondent 1	D III Midwifery	152	93.83
Respondent 2	D III Midwifery	63	38.89
Respondent 3	D III Midwifery	92	56.79
Respondent 4	D III Midwifery	70	43.21
Respondent 5	D III Midwifery	58	35.80
Respondent 6	D III Pharmacy	131	80.86
Respondent 7	D III Pharmacy	78	48.15
Respondent 8	D III Pharmacy	70	43.21
Respondent 9	D III Pharmacy	48	29.63
Respondent 10	D III Pharmacy	135	83.33
Respondent 11	Nursing	39	24.07
Respondent 12	Nursing	20	12.35
Respondent 13	Nursing	38	23.46
Respondent 14	Nursing	44	27.16
Respondent 15	Nursing	72	44.44

As findings in (Nurjannah, 2019) show that students gained good results for dictation activity after some repetitions, the researchers conducted the dictation process in some steps of repetitions. Researchers played listening audio at normal speed, then repeat at a slow speed according to the audio downloaded from the website. The researcher repeated the audio sound with normal speed once then followed by audio with slow voice speed several times until the students understood. This type of dictation falls into the category of type of dictation for mixed class. As mentioned by (Newton & Nation, n.d.) that there are some types of dictation namely Running Dictation, One Chance Dictation, Dictation of Long Phrases, Guided dictation, Dictation for Mixed Class, Peer Dictation, Completion Dictation, Perfect Dictation, Sentence Dictation, Unexploded Dictation, and the author took mixed class dictation to be used for the research. Students were allowed to write in the form of a draft first, then after the audio playback according to the theme is complete, students copy the draft writing into neater copies. This activity was carried out several times with different themes. The level taken is the element level. This is because when given training in special classes for listening in general the results show an average at elementary or elementary level. The pre and post-test results are given below:

Table 3. The Effect Of The “Online Dictation” Content Application On The Website Www.Englishclub.Com To Improve Listening Skills

No	Variable	Pre-test	Post-test	p-value
1	The effect of the “Online Dictation” content application on the website www.englishclub.com to improve listening skills	26.66±12.12	45.67±23.80	0.003

Standard Deviation values of the Pre and post-test indicate an increase in value. Analysis of the pre and post-test scores using SPSS 16 and the results of the T-test results show a Sig value of 0.003 which means there is a significant difference in value between the pre and post-test results. Utilization of the ‘Online Dictation’ content on the website www.englishclub.com influences improving the English listening ability of students in the 2019/2020 grade in STIKes Madani Yogyakarta.

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Based on the data results, the author proved that the dictation method using online dictation content on englishclub.com can improve the students listening skills. It is in line with (Yonezaki, 2014) who states that dictation is an effective method in improving a learner's listening ability in the sense that it develops several competencies necessary. The competence gained by the activities held by the author is listening and writing. The process of writing the words for some students needed some repetition. The audio was played 3-5 times and the students should write what they listen to. Some students made mistakes in writing the words even though they know what the words meant by the speakers in the audio.

CONCLUSION

The data analysis concludes that the student's scores improved after the given treatment. It indicates the good effect of the "Online Dictation" content in www.englishclub.com website on their listening skill ability. It means that the problems of difficulties in listening practice can be solved by giving them online dictation content. The fact that almost all students have their audio player which is at least on their smartphone will make it easier for teachers to continue to give opportunity for students to have their practice of dictation from the "online dictation" content of the englishclub.com website. The common situation where education uses remote learning as the pandemic of Covid – 19 is still becoming an issue can make the use of online dictation as one of the best ways to self-learning for improving the students listening ability. The web-based online dictation can be one of the alternative ways in teaching-learning materials during the pandemic situation.

Further research on listening skills can be developed to create students' habits in listening practices through online media. Research related to listening skills can be continued especially in improving the listening skills using selected topics that are appropriate with the students' major such as pharmacy, nursing, midwifery, etc. The authors appreciate the management of STIKES Madani Yogyakarta for supporting and funding the research. Appreciation is also given as the institution had allowed the authors to research the institution for grade one students of Pharmacy, Nursing, and Midwifery Programs.

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