CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussions of using Running Dictation strategy on listening ability of the eight grade students in MTsN 4 Tulungagung. In this chapter presented in three parts, they are the research finding, hypothesis testing, and discussion.

A. Research Finding

The objective of this research was to know the ability of the eighth grade students of MTs Negeri 4 Tulungagung in the academic year 2017/2018 in listening when they learnt recount text without using Running Dictation and when they learnt recount text by using Running Dictation. Besides the objective of this research was also to find out whether there is any significant different listening ability of the eighth grade students of MTs Negeri 4 Tulungagung in the academic year 2017/2018 in recount text between the students' taught without using Running Dictation and those students' taught by using Running Dictation. The data of this research consisted of pretest score and posttest score of control group and experimental group. The results of the research were presented as follows.

1. The Students' Listening Ability Taught Without Using Running Dictation Strartegy

a. Pretest of Control Group

Control group is a class which was not given a treatment in recount text without using Running Dictation. In the control group, the learning process was done as it is usually taught by the teacher. Before the teaching and learning in1 control group, the reseacher administered a pretest for this group in the form of listening test consisted of 20 items for 40 minutes. The subject of pretest in control group consisted of 40 students. Based on the result in pretest, the highest score was 81 and the lowest score was 15. For the detailed students' pretest score in control group can be seen in Appendix 4.

Table 4.1. Descriptive Statistic of Pretest

Statistics		
Pretest		
N	Valid	40
	Missing	0
Mean		45.62
Median		38.50
Mode		27

By using SPSS program 16.0 version, it was known that the mean of student's score in pretest was 45.62, the median was 38.5, and the mode was 27. For the detailed Descriptive Statistic of students' pretest score in control group can be seen in Appendix 6.

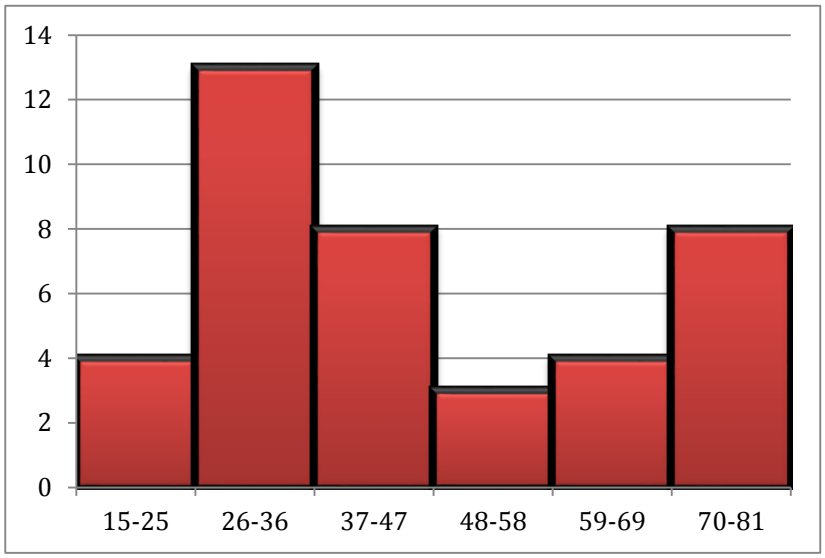
After doing computation by using SPSS program, the reseacher constructed a group frequency distribution. The result of constructing the frequency distribution and the percentage of the students' score in pretest in recount text can be seen in the table below. While for the detailed procedure how the researcher constructed a grouped frequency distribution for numerical data score can be seen in Appendix 11.

Table 4.2. Frequency Distribution and Percentage of the Control Group Students' Score in Pretest

No	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
1.	15-25	4	10	4	10
2.	26-36	13	32,5	17	43
3.	37-47	8	20	25	63
4.	48-58	3	7,5	28	70
5.	59-69	4	10	32	80
6.	70-81	8	20	40	100
		40	100		

Table 4.2 showed that from 40 students in control group who followed the pretest, there were 4 students (10%) got score 15-25, 13 students (32,3%) got score 26-36, 8 students (20%) got score 48-58, 3 students (7,5%) got score 48-58, 4 students (10%) got score 59-69), and 8 students (20%) got score 70-81. From those data it was known that the great frequency was in interval 26-36 which consisted of 13 students.Table 4.2 above can be shown in form of histogram below.

Figure 4.1. Histogram of the control group students' score in pretest



From those data above, the reseacher summarized the result of pretest of control group in the following table.

Table 4.3. Statistical data summary of the control group students' score in pretest

Data	N	High score	Low score	$\bar{x}$	Md	Mo
Pretest control group	40	81	15	45,62	38,5	27

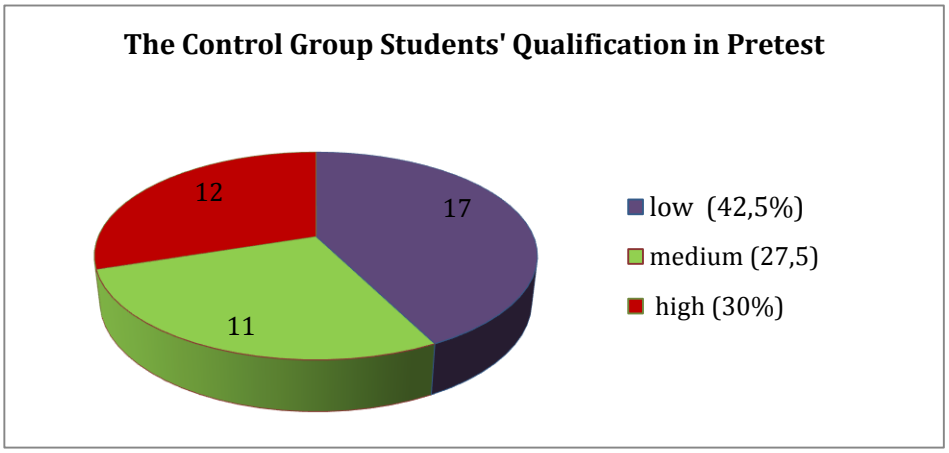
In Table 4.3 and on Figure 4.1 below, the researcher made a qualification of the control group students' ability into three categories. There were low ability, medium ability, and high ability. While the detailed procedure how the researcher decided the students' qualification in listening can be seen in Appendix 10 .

Table 4.4. The control Group Students' Qualification in Pretest

Category	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
Low	< 37	17	42,5	17	42,5
Medium	37-59	11	27,5	28	70
High	>59	12	30	40	100

From those data in Table 4.4 can be shown in form of pie diagram below.

Figure 4.2. Pie Digram of the Control Group Students' Qualification in Pretest



Based on Table 4.4 and Figure 4.2 above, the students' qualification in listening test showed that 17 students (42,5%) were categorized in low ability, 11 students (27%) were categorized in medium ability, and 12 students (30%) were categorized in high ability. The result above showed that the most students were categorized in low ability. It can be concluded that

the students have been not mastery well in the first stage of listening test.

b. Posttest of Control Group

Administering a posttest in listening test for control group was done to know the improvement of the student's listening ability in recount text although the leaning activity was without using media "Running Dictation" strategy. The subject of posttest in control group consisted of 40 students. Based on the result in posttest, the highest score was 83 and the lowest score was 40 (See Appendix 4 for detailed students' score in posttest).

Table 4.5. Discriptive Statistic of Posttest

Statistics		
Posttest		
N	Valid	40
	Missing	0
Mean		60.40
Median		62.00
Mode		41[a]

By using SPSS program 16.0 version, it was known that the mean of students' score in posttest was 60.40, the mode was 41, and the median was 62. Based on the result of control group students' score in pretest and posttest, there was different score between both test where the mean of students' score in posttest was

better than the mean of students' score in pretest. For the detailed evidence of statistical data can be seen in Appendix 6.

The frequency distribution and the percentage of the students' posttest score in listening test can be seen in Table 4.6. While for the detailed procedure for constructing a grouped frequency distribution for numerical data score can be seen in Appendix 11.

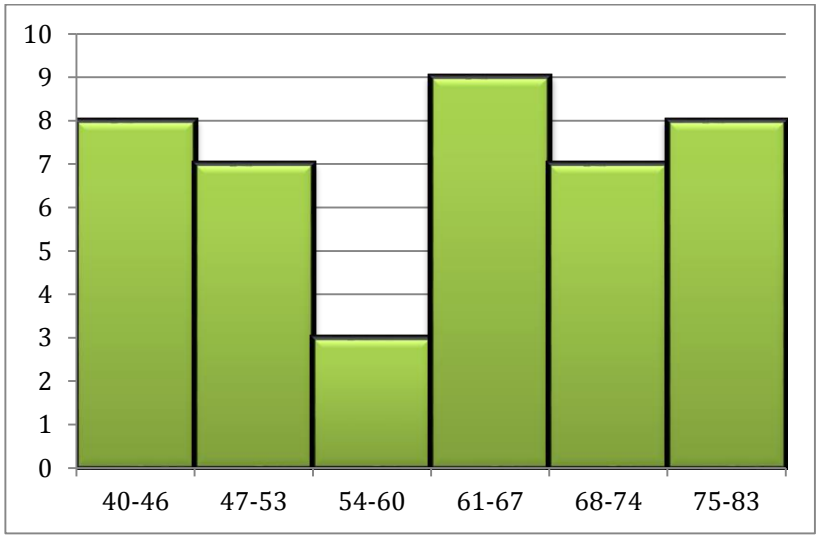
Table 4.6. Frequency Distribution and Percentage of the Control Group Students' Score in Posttest

No	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
1.	40-46	8	20	8	20
2.	47-53	7	17,5	15	37,5
3.	54-60	3	7,5	18	45
4.	61-67	9	22,5	27	67,5
5.	68-74	7	17,5	34	85
6.	75-83	6	15	40	100
		40	100		

Table 4.6 showed that from 40 students in control group who followed the posttest, there were 8 students (20%) got score 40-46, 7 students (17,5%) got score 47-53, 3 students (7,5%) got score 54-60, 9 students (22,5%) got score 68-74, 7 students (17,5%) got score 68-74, and 6 students (15%) got score 75-83. From those data it was known that the great frequency was in interval 61-67 which consisted of 9 students. The process of administering posttest in listening test for control group showed that was improvement of student's listening ability although the learning activities without using Running Dictation, but it was not

significant. The learning activities without using Running Dictation strategy made the students were bored and did not interested in learning activity so they had difficulty to get or develop their pronounciation and finally they hadn't listening well. The impact was the improvment of the students' listening ability did not maximal.Table 4.6 can be shown in the form of histogram below.

Figure 4.3. Histogram of the Control Group Students's Score in Postest



From those data above, the reseacher summarized the result of posttest of control group in the following table.

Table 4.7. Statistical Data Summary of the Control Group Students' Score in Posttest

Data	N	High Score	Low Score	$\bar{x}$	Md	Mo
Posttest Control Group	40	83	40	60,40	62	41

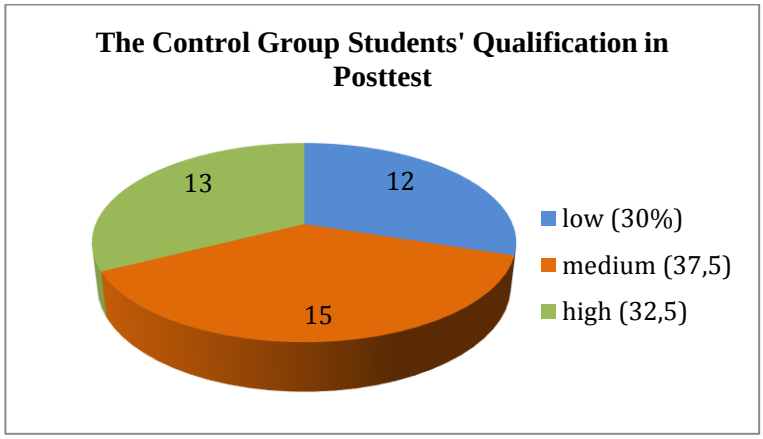
After doing computation by using SPSS program 16.0 version, the researcher made a qualification of the control group students' score in posttest into 3 categories as in the process of qualifying the students'listening ability that have been done in pretest. For the result of categorization of the control group students' listening ability in posttest can be seen in Table 4.8 and on Figure 4.3 below.

Table 4.8. The Control Group Students' Qualification in Posttest

Category	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
Low	< 53,8	12	30	12	30
Medium	53,8 - 69,2	15	37,5	27	67,5
High	> 69,2	13	32,5	40	100

From those data in Table 4.8 can be shown in form of pie diagram below.

Figure 4.4. Pie Diagram of the Control Group Student's Qualification in Posttest



Based on Table 4.8 and Figure 4.4, the control group students' qualification in posttest showed that 12 students (30%) were categorized in low ability, 15 students (37,5%) were categorized in medium ability, and 13 student (32,5%) was categorized in high ability. The result above showed that the most students were still categorized in medium ability, but there was improvement in students' listening ability based on the improvement of the mean score.

2. The Students' Listening Ability Taught by Using Running Dictation

a. Pretest of Experimental Group

Experimental group is a class which was given a treatment in recount text by using Runnung Dictation. Before the experimental group was given a treatment, the reseacher administered a pretest for this group in the form of listening test as a pretest that administered for control group. The subject of pretest in experimental group consist of 39 students. Based on

the result in pretest, the high score was 74, and the low score was 33. The highest score of experimental group in pretest was low more than pretest's score of control group. While, the lowest score of experimental group in pretest was high more than pretes's score of control group (See Appendix 5 for the detailed experimental group students' score in pretest).

Table 4.9. Descriptive Statistic of Pretest

Statistics		
Pretest		
N	Valid	39
	Missing	0
Mean		55.85
Median		59.00
Mode		50[a]

By using SPSS program 16.0 version, it was known that the mean of students' score in pretest was 55.85, the mode was 50, and the median was 59. The detail evidence of statistical data can be seen in Appendix 6.

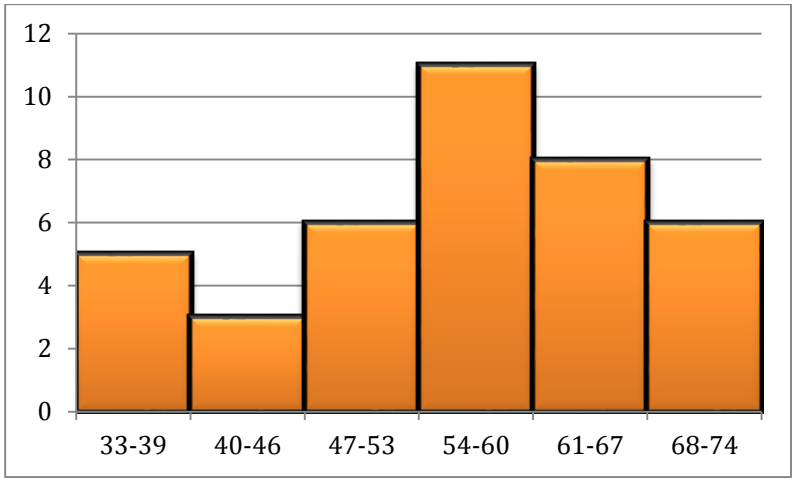
The frequency distribution and the percentage of the students' score of experimental group in pretest can be seen in Table 4.10. While for the detailed procedure for constructing a grouped frequency distribution can be seen in Appendix 11.

Table 4.10.Frequency Distribution and Percentage of the Experimental Group Students' Score in Pretest

No	Interval	Frequency	Frequency (%)	Cumulative Frequency	Cumulative Frequency (%)
1.	33-39	5	13	5	13
2.	40-46	3	7,7	8	20,7
3.	47-53	6	15,3	14	36
4.	54-60	11	28,2	25	64,2
5.	61-67	8	20,5	33	84,7
6.	68-74	6	15,3	39	100
	Total	39	100		

Table 4.10 showed that from 39 students in experimental group who followed the pretest, there were 5 students (13%) got score 33-39, 3 students (7,7%) got score 40-46, 6 students (15,3%) got score 47-53, 11 students (28,2%) got score 54-60, 8 students (20,5%) got score 61-67, and 6 students (15,3%) got score 68-74. From those data it was known that the great frequency was in interval 54-60 which consisted of 11 students.Table 4.10 can be shown in the form of histogram below

Figure 4.5. Histogram of the Experimental Group Students' Score in Pretest



To make those data above easy to read, the reseacher summarized those data as a table of statistical data summary that have been done in control group. The summarization of statistical data can be seen in Table 4.11 below.

Table 4.11. Statistical Data Summary of the Experimental Group Students's Score in Pretest

Data	N	High Score	Low Score	$\bar{X}$	Md	Mo
Pretest Experimental Group	39	74	33	58,85	59	50

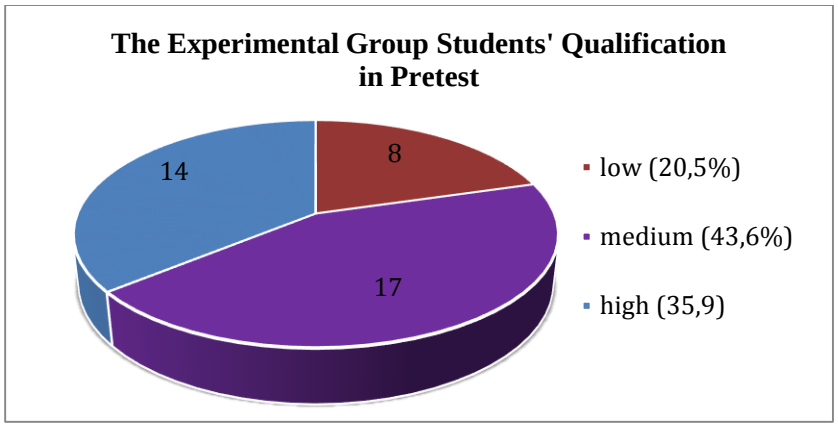
Based on the result of experimental group students' score in pretest, the researcher made a qualification of the experimental group students' abilty in pretest into 3 categories; low ability, medium ability, and high ability. The result of categorization will be explained as in Table 4.12 and on Figure 4.6.

Table 4.12. The Experimental Group Students' Qualification in Pretest

Category	Interval	Frequency	Frequency (%)	Cummulative Frequency	Cummulative Frequency
Low	< 46,7	8	20,5	8	20,5
Medium	46,7-60,3	17	43,6	25	64,1
High	> 60,3	14	35,9	39	100

From those data in Table 4.12 can be shown in form of pie diagram below

Figure 4.6. Pie Diagram of the Experimental Group Students' Qualification in Pretest



Based on Table 4.12 and Figure 4.6 above, the result of categorization showed that the result of categorization showed that 8 students (20,5%) were categorized in low ability, 17 students (43,6%) were categorized in medium ability, and 14 students (35,9%) were in high ability. Based on result above, the most students were categorized in medium ability. Although the most students were categorized in medium ability, but the categorized in high ability was low more than the categorized in high ability of the control group students'qualification. It can be conclude that the students also have been not mastery well.

b. Posttest of Experimental Group

Administering a posttest in listening test for experimental group was used to know the improvement of the student's ability

in listening test after they learn by using Running Dictation strategy. The subject of posttest in experimental group consisted of 39 students. Based on the result in posttest, the highet score in experimental was 94. While the lowest score in post test was 45. It was better than the lowest score in posttest of conrol group. For the detailed experimental group student's score in posttest can be seen appendix 5.

Table 4.13. Descriptive Statistics of Posttest

Statistics		
posttest_experimental		
N	Valid	39
	Missing	0
Mean		73.05
Median		77.00
Mode		84

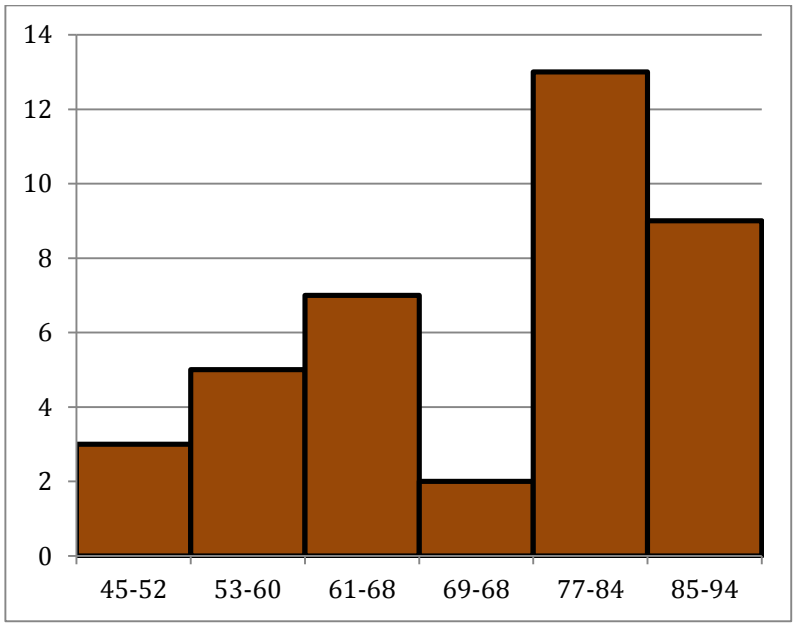
By using SPSS program 16.0 version, it was known that the mean of student's score in posttest was 73,05; the median was 77; and the mode was 84. Based on the result above showed that there was improvement of the student's score in posttest where the mean of students' score in posttest was better than the mean of students' score in pretest.

Table 4.14. Frequency Distribution and percentage of the Experimental Group Student's score in Posttest

No	Interval	Frequency	Frequency (%)	Cummulative Frequency	Cummulative Frequncy
1	45-52	3	7,6	3	7,6
2	53-60	5	13	8	20,6
3	61-68	7	17,9	15	38,5
4	69-76	2	5,13	17	46,63
5	77-84	13	33,3	30	76,93
6	85-94	9	23,07	39	100

Table 4.14 showed that from 39 students in experimental group who followed the posttest, there were 3 students (7,6%) got score 45-52, 5 students (13%) got score 53-60, 7 students (17,9%) got score 61-68, 2 students (5,13%) got score 69-76, 13 students (33,3%) got score 77-84, and 9 students (23,07%) got score 85-94. From those data it was known that the great frequency was in interval 77-84 which consisted of 13 students. The process of administering posttest in listening for experimental group showed that there was signifificant improvement of the students's listening ability after they learnt by using Running Dictation. By Running Dictation, the students were able to develop their comprehension in recount text better than control group.Table 4.14 can be shown in the form of histogram below.

Figure 4.7. Histogram of the Experimental Group Students' Score in Posttest



From data above, it can be summarized as in the following table

Table 4.15. Statistical Data Summary of the Experimental Group Students' Score in Posttest

Data	N	High Score	Low Score	$\bar{X}$	Md	Mo
Posttest Experimental Group	39	94	45	73.05	77	84

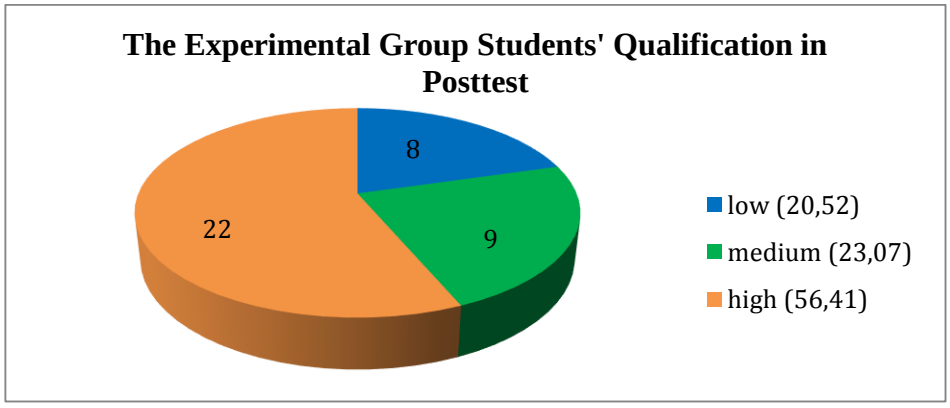
While the students' qualification based on the student's score of experimental group in posttest can be seen in the Table 4.16 and on Figure 4.8 below.

Table 4.16. The Experimental Group Student's Qualification in Posttest

Category	Interval	Frequency	Frequency (%)	Cummulative Frequency	Cummulative Frequency (%)
Low	< 61,4	8	20,52	8	20,52
Medium	61,4-77,6	9	23,07	17	43,59
High	> 77,6	22	56,41	39	100

From those data in Table 4.16 can be shown in form of pie diagram below

Figure 4.8. Pie Diagram of the Experimental Group Students's Qualification in Posttest



Based on Table 4.16 and Figure 4.8, the students' qualification in listening test showed that 8 students (20,52%) were categorized in low ability, 9 students (23,07%) were categorized in medium ability, and 22 students (56,41%) were categorized in high

ability. The result above showed that the most students were categorized in high ability. There was significant difference of experimental group students' listening ability between pretest and posttest where not only the improvement of the mean score, but also there was improvement of the students' listening ability from medium ability into high ability.

c. Comparison of Statistical Data in Pretest and Posttest of Control Group and Experimental Group

After the reseacher analyzed the students' score of control group and experimental group in pretest and posttest, the reseacher tried to compare the students' score of both groups consisted of highest score, the lowest score, and the mean score in pretest and posttest in listening test. After that the resecher found out know whether the students' ability was getting down, same, or getting improvement after they learnt listening without using Running Dictation or after they learnt listening by using Running Dictation. The result of comparison of statistical data in pretest and posttest of control group and experimental group can be seen in the table below.

Table 4.17. Comparison of Statistical Data in Pretest and Posttest of Control Group and Experimental Group

Group	Data	N	Highest Score	Lowest Score	Mean	Gained Score
Control group	Pretest	40	81	15	45,62	14,78
	Posttest	40	83	40	60,4	
Experimental group	Pretest	39	74	33	55,85	17,65
	posttest	39	94	45	73,5	

The Table 4.17 above, showed the comparison of the students' score in pretest and posttest of control group and experimental group in listening test. In pretest, the students' score of control group in listening test showed that the highest score was 81, the lowest score was 15 and the mean score was 45,62, while in posttest, the students' score of control group in listening test showed that the highest score was getting improvement became 83, the lowest score was getting improvement became 40 and the mean score was getting improvement became 60,4 with the gained score 14,78 from the mean score in pretest. Then in pretest of experimental group showed that the highest score was 74, the lowest score was 33 and the mean score was 55,85, while in posttest, the students' score of experimental group in listening test showed that the highest score was getting improvement became 94, the lowest score was getting improvement became 45 and the mean score was getting improvement became 73,5 with the gained score 17,65 from the mean score in pretest.

The result above showed that the gained score of experimental group who learnt listening by using Running Dictation was higher than the gained score of control group who learnt listening without using Running Dictation. It shows that there was significant difference of the students' ability who learnt listening by using Running Dictation and those who learnt listening without using Running Dictation. In short, the using of Running Dictation was effective to improve the students' listening ability at the eighth grade students of MTs Negeri 4 Tulungagungin the academic year 2017/2018.

B. Hypothesis Testing

This study aims to examine whether there is any significant different ability of the eighth grade students of MTs Negeri 4 Tulungagung in the academic year 2017/2018 in listening between students' taught without using Running Dictation and those students' taught by using Running Dictation. The previous result presented in the data presentation is still insufficient to prove it.

In conducted the analysis of found data, the researcher shown two kinds of hypothesis in this research. The first kind of hypothesis was used to testing the equal variance of standard deviation by using f-test. While, the second kind of hypothesis was used to know whether there was a significant different ability

between the students taught without using Running Dictation and those taught by using Running Dictation.

The hypothesis which become basic decision in determining the equality of standard deviation of f-test were as follows:

1. Ho : $\sigma 12 = \sigma 22$

There was no significant difference of variability (standard deviation) between the listening ability of the eighth grade taught without using Running Dictation and the one of those taught by using Running Dictation.

2. Ha : $\sigma 12 \neq \sigma 22$

There was significant difference of variability (standard deviation) between the listening ability of the eighth grade taught without using Running Dictation and the one of those taught by using Running Dictation. .

On the other hand, hypothesis which was examined in this research as follow:

1. Ho : $\mu 1 = \mu 2$ (The null hypothesis)

There was no significant difference score in listening ability of the eighth grade taught without using Running Dictation and those taught by using Running Dictation.

2. Ha : $\mu 1 \neq \mu 2$

There was significant difference score in listening ability of the eighth grade taught without using Running Dictation and those taught by using Running Dictation.

In addition, the result of f-test and t-test testing applying the SPSS program 16.0 version could be seen on Table 4.18 as below:

Table 4.18 The Result of Analyzing Independent Sample T - Test

Group Statistics					
	Posttest	N	Mean	Std. Deviation	Std. Error Mean
Score	posttest control	40	60.40	12.959	2.049
	posttest experimen	39	73.05	13.173	2.109

Based on Table 4.18 above, the subjects in control class were 40 students and the subjects in experimental class were 39 students. The mean of control class was 60.40 and the mean in experimental class was 73.05. the standard deviation in control class was 12.959 and the standard deviation in experimental class was 13.173. Meanwhile, the standardt error mean in control class was 2.049 and in experimental class was 2.109.

Table 4.19. The Result of Analyzing Independent Sample T Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.173	.678	-4.303	77	.000	-12.651	2.940	-18.506	-6.797
	Equal variances not assumed			-4.302	76.864	.000	-12.651	2.941	-18.507	-6.795

On the table 4.19, shown that the result of F- test that P-value (Sig) was 0,678, and it was bigger than 0.05 or 5% (0,678 >0,05). In consequently, the null hypothesis of F-test not rejected. As such, equal variance assume was used.

In addition, the number of t_{count} was 4.303 the number of df was 77 and the significant value was 0,000. The mean difference was 12.561 and the standard error differences was 2.940. the difference of lower score was 18.506 and the upper score was 6.797.

The result of t-test above significant value shows that 0.000, and it is was lower than 0,05 or 5% (0,000 < 0,05)so Ho is rejected and

Ha is accepted. This means that Ha which states that there is significant different achievement of students' listening ability at the eighth grade of MTsN 4 Tulungagung in the academic year 2017/2018 who was taught without and using Running Dictation as strategy and those are taught using Running Dicatation as strategi is accepted. This is also supported by mean values after treatment, indicating that the mean of experiment class was 73,5 was greater than the mean of the control class was 55,85. Whereas Ho which states that there is no significant different achievement of students' listening ability at the eighth grade of MTs N 4 Tulungagung in academic year 2017/2018 who are taught in listening between who are taught listening without using Running Dicatation as strategy and those who are taught by using Running Dictation as strategy is rejected.

C. Discussion

In this part, the writer presents the discussion about the data analysis on the research that has been presented in the previous sub chapter. In this case the writer divided discussion about data analysis, which is intended to find out the effectiveness of using Running Dictation strategy on the students' listening ability, it can be identified through the result of pre-test and post- test experiment class and control class.

The subject of this research in two classes during the teaching and learning process. The subject of the research consist of 79 students. The

sample was gotten by using purposive sampling technique. The reseacher decided VIII-D as experimental class which got the treatment by using Running Dictation and VIII-E class as control group which did not gotten the treatment by using Running Dictation

Based on data were analyzed with helped of SPSS program 16.0 version, obtained from the students' post-test control the mean score was 55,85. While the mean score of students' posttest experiment class was 73,5. And the result of f-test that P-value (Sig) was 0.678, and it was bigger than 0,05. It indicates that the null hypothesis of f-test was rejected. Then , the result of t-test computation shown that P-value (Sig) was 0.000 it was lower than 0.05 or 5% (0.000 < 0.05). It could be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted. It shown that there was significant difference ability of the eighth grade students listening ability at MTs Negeri 4 Tulungagung between students who were taught without by using Running Dictation and those students who were taught by using Running Dictation.

It indicated that after giving treatment by using Running Dicatation strategy the students had better achievment. It was proved by the mean score in posttest was higher than the mean score in pretest. While the reseacher taught by Running Dictation the student's attention be focused in learning, and students easy to understand, memorize, remember and could avoid misunderstanding because the students hear

the sound directly. Whereas the reseacher taught without Running Dictation the situation in classroom was not interesting and the students was not active.

According to Alex (2013:1) that "running dictation is a fun reading, listening, and writing task that the first learnt about from classic book *Dictation: New Methods, New possibilities by Paul Davies and Mario Rinvolueri"*. Based on Amy Lightfoot (2005) the purpose of Running Dicatation Stategy are (a) students are able to process information, that is for general information or specic information, (b) students become actively involved in thinking about the concepts presented in the lesson, (c) this activity is often used to inject some fun into learning, or to enliven a tired class, (d) it can also be useful for introducing a new theme or topic, (e) students can focus on both accurancy (from) as well as meaning, (f) students can developed all four skill- speaking and pronounciation can be developed if the students do the dictating rather than the teacher, and (g) give students the oppurtunity to notice features of Pronounciation such as weak form, linking and elision, based on the reseacher known, when the reseacher taught by using Running Dictation the students showed their well attention fully and the students more active in the class.

Based on the research method in chapter III in this research, the researcher conducted in the quasi experimental research design named Nonrandomized Control Group Design. In this research, the first

step before conducting of pretest, the reseacrher was administered of tried out at class I consisted of 30 students. After that the researcher was administered of pretest by given listening test with total item number was 20. Pretest was given to the 40 students of control group and 39 students of experimental group to measure their ability before being given a treatment. The test was given to know basic competence and to know their earlier knowledge before they got treatment. After getting the result of pretest the two groups are given a different treatment. The experimental class got a treatment by using Running Dictation strategy as medium during the treatment, the students felt interested, enjoy, active, happy and enthusiastic to learn recount text. However, in control class which was taught without using Running Dictation, the students felt confused, not active and bored in classroom. The last step, the writer was administered of posttest. The posttest were in the form of listening' close test and multiple choice about "*My Holiday in Bali*" with consisted 20 items total number. The test was used to measure the students' listening ability after they were given treatment. The posttest was conducted in the last meeting.

Applying Running Dictation in the teaching and learning listening process was effective. This process was suited with previous studies on Running Dictation. The first previous study written by Asmoro(2013) conducted in pre-eksperimental design in form of one group pretest posttes. That research focus on teaching listening

achievment at the second year students of SMAN 1 Ambarawa Pringsewu. The second thesis written by Yunezaki (2011) conducted in pre-experimental design in teaching listening at Japanese High School Students. The last thesis written by Mardiyah (2016) conducted in pre-experimental design in teaching speaking at students of X Pastry 1 of SMKN 6 Surabaya. They stated that using Running Dictation was effective and made students felt interesting, enjoyable, more active and focus on teaching-learning process. Meanwhile, in this research the reseacher using Running Dictation strategy on the students' ability in listening. In this research the researcher conducted an experimental research used was quasi experimental name nonrandomized control group design.

After a calculation in previous explanation, to know was any significant different in listening score or not, the writer used of statistically computation t-test. It can be seen by the result of statistical computation t-test, the result of t_{score} was 4.303 with the degree of freedom 77.hen, the result of t-test computation shown that P-value (Sig) was 0,000 it was lower than 0,05 or 5% (0,000 < 0,05).Therefore, based on the hypothesis testing, the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

From explanation above, it is very appropriate with the result that in teaching and learning process using Running Dictation is effective, especially in teaching listening. Based on research finding in

this research there is any significant different in listening ability between the students' taught without using Running Dictation, and those students' taught by using Running Dictation.Thus, it can be concluded that Running Dictation strategy is effective used in teaching listening ability for the eighth grade at MTs Negeri 4 Tulungagung in the Academic Year of 2017/2018.