
THE USAGE OF RUNNING DICTATION METHOD TO IMPROVE THE STUDENTS' WRITING ABILITY

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ABSTRAK

Writing is the difficult skill to master that is why exercise regularly needed. The objective of this study is to know the usage of running dictation method improves the students' writing descriptive text. This experimental research was carried out in MTs Mesra Pematangsiantar in the academic year of 2020/2021. The research design of this study is classroom action research with quantitative approach. The population of this study is all students grade eight at junior high school, they are 212 students were divided into six classes. And as a sample of this study consist of 30% from the population were VIII-1 as the experimental group and VIII-2 as the control group. Each group consist of 35 students. The experimental group was treated by usage Running Dictation Method, while the control group was treated by using Direct Instruction. The finding of this research are the score pre-test in control group are 1740 where the mean is 49,71 and in experimental group 1542 where the mean is 44,05. The mean score of different in control group is 15,77 and the t-test is 4,86 The standard deviation of the data in control group is 11,01 and the effect size in teaching writing descriptive text in control group is 1,43 It means that the students ability is low. The students' score post-test in control group are 2292 where mean is 65,48 and in experimental group are 3023 where the mean is 86,37 The mean score of different in experimental group is 42,32 and t-test for experimental group is 5,88. The standard deviation of the data in experimental group is 14,41 and the effect size in experimental group is 2,93. It means that the students ability is high. The data analysis show the following findings: (1) Usage Running Dictation Method is more effective than Direct Instruction in teaching writing, (2) students with high creativity have better writing ability than those having low creativity, (3) there is an interaction between usage running dictation method and teamwork between students in teaching writing.

Keywords : *Running Dictation Method, Writing, Descriptive Text*

1. INTRODUCTION

1.1 The Background of the study

The statement of the problem in this study is “ Is Usage of running dictation method effected on students' writing ability in descriptive text at the eight grade of MTs Mesra Pematangsiantar?”. The purpose of the study is to analyze the effect of running dictation method on students' writing ability in descriptive text at the eight grade of MTs Mesra Pematangsiantar. The writer conducted this observation at the eight grade of MTs Mesra Peatangsiantar. This study limited to know the effect of running dictation method on students' writing ability in descriptive text at the eight grade of MTs Mesra Pematangsiantar.

1.2 Problem of the Study

Based on the background of the study, the writer discusses the problem statement, as follows: Does the usage of running dictation method in the eight grade students of MTs. Mesra Pematangsiantar improve the students' writing descriptive text?

1.3 The Objective of Study

Based on the problem of this research, the writer determines the purpose of this research is to know the usage of running dictation method improves the students' writing descriptive text.

1.4 The Scope of Study

In this research, the writer only focuses on the dictation running method to improve the students' writing descriptive text by the eight grade students of MTs. Mesra Pematangsiantar academic year of 2020/2021.

1.5 The Significances of Study

The result of this research is going to be very useful for several parts of education which are included in:

1) For other writer

The result of the research could help the other writers to conduct a depth research to find the acceptable and compatible way to improve the ability of the student in writing descriptive text with using modern technique in teaching writing.

2) For teachers

The researcher hopes that the running dictation method able to give a better way of teaching writing, especially descriptive text.

3) The result of the research will help the student to solve their main problem in writing descriptive text and will be hopefully influence their responses toward English lesson by using dictation method. Besides, it helps students to improve their writing ability.

2. LITERATURE OF REVIEW

2.1 Teaching English

The increase of learning and teaching of English throughout the world during recent years in both state and commercial educational institutions has produced a new cadre of professionals: teachers of EFL. Some have moved across from teaching English as a mother tongue, others from teaching modern languages. Many have been drawn into service for no other reason than that their own spoken English is good, or perhaps because they are native English speakers. English is a foreign language in Indonesia. Teaching English it's mean that we must make our student's know and mastered 4 skill of language such as listening, speaking, reading and writing. In this chapter the researcher will talk about the writing.

2.2 Writing Ability

2.2.1 Definition of Writing Ability

Writing is an important skill that should be mastered by English language learners. According to White (1987:10), writing is the process to learn how to express the ideas, information, knowledge, or some information to share and learn. Writing is a discovery 10 process, it involves discovering ideas, and discovering how to organize them and discovering what are you want to put to your readers.

2.2.2 The Importance of Teaching Writing

There are three important things in writing: (a) meet certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, (c) be organized in conformity with what the audience would be conventional.

2.2.3 Writing Process

There are four stages in writing process, those are:

- 1) Planning
- 2) Drafting.
- 3) Editing
- 4) Final Version

According to Boardman and Frydenberg (2002: 11-30), good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied.

2.2.4 Characteristics of a Good Writing

Andelstein and Pival (1984: 4) define the characteristics of a good writing as follows:

- 1) Good writing is interesting
- 2) Good writing is clear
- 3) Good writing is concise
- 4) Good writing is effective
- 5) Good writing reflects the authentic voice of the writer

2.2.5 Type of Text

According to Gerot and Wigel (1994: 192-220) classify the genre into thirteen types.

They are:

- 1) Spoof
- 2) Recount
- 3) Report
- 4) Analytical exposition
- 5) News item
- 6) Anecdote
- 7) Narrative
- 8) Procedure
- 9) Description
- 10) Hortatory
- 11) Exposition
- 12) Discussion
- 13) Reviews

2.3 Descriptive Text

2.3.1 Definition of Descriptive Text

Descriptive text is a text lists the characteristics of something. The description is to describe a particular person, place and thing. Therefore, our visualization is need. To create this text, our imagination must flow on a paper. It means that descriptive is a way to describe everything such as description of the person, description of the place and description of the thing which is seen by the writer in detail.

2.3.2 The Generic Structure of Descriptive Text

There are two generic structure in descriptive text, there are:

- Identification
- Description

2.3.3 Language Features of Descriptive Text

The language features of descriptive text include the following indicators:

- 1) Certain nouns
- 2) Using simple present tense.

- 3) Detailed noun phrase to give information about a subject
- 4) Various adjectives
- 5) Relating verbs to give information about a subject
- 6) Thinking verbs and feeling verbs to reveal the writer's view
- 7) Action verbs
- 8) Adverbs to give additional information about manner
- 9) Figurative language

2.3.4 The Purpose of Descriptive Text

Furthermore, clause also defines that descriptive text is fit to fulfill various kinds of purpose in writing, in which it is elaborated more clearly in as follows.

- 1) To entertain
- 2) To express feelings
- 3) To relate experience
- 4) To inform (for a reader unfamiliar with the subject)
- 5) To inform (for create a fresh appreciation for the familiar)

2.4 Running Dictation

2.4.1 Definition of Dictation

Dictation is activity to write down something that someone says or reads out as it is being said or immediately after it is said. Jain adds that, dictation is a good training to ear and as well as motor training to the students. Dictation is an activity that helps learners develop phonological awareness and phonics skills, listening skills, and writing skills. It means that, dictation as a good activity for the teaching learning process especially in writing.

2.4.2 Types of Dictation

Dictation is an easily prepared activity that can become a part of the regular classroom routine. In dictation there are many kinds, such as:

- 1) Jig-saw Dictation
- 2) Partial Dictation
- 3) Running Dictation
- 4) Grammar Dictation
- 5) Composition Dictation

Dictation has variety technique and there are many kinds of variety in dictation, which make the teacher to choose one of them to use dictation in teaching process. In this research, the writer will use running dictation as teaching writing.

2.4.3 Definition of Running Dictation

Running dictation is type of dictation. Running Dictation is an activity where students read a text, memorize the text for a short time and then write the text. It is a lively activity that practices reading, speaking, remembering, listening and writing. In running dictation pupils worked in groups of five to six. One member was responsible for writing the text while others members took turns to read out the text sentence by sentence. This provided pupils with an opportunity to work co-operatively.

2.4.4 Advantages to Use Running Dictation

Madsen (1983:117) states that there are many advantages to use Running Dictation:

- 1) It can measure general proficiency in English, including many of the integrative skills use in writing.
- 2) It is easy to prepare
- 3) It can be scored with good consistency
- 4) It is much harder to cheat on than multiple-choice, completion, or close test.

2.4.5 Disadvantages to Use Running Dictation

Madsen (1983:117) states that there are many disadvantages to use running dictation:

- 1) It is difficult to use for diagnostic purpose. It combine listening and writing.
- 2) it is not usually helpful in measuring short-term progress.
- 3) It is not as easy to correct as multiple-choice, completing, or else test.

2.4.6 Procedure to Use the Running Dictation

Running dictation is one type of technique to teach writing correctly. In running dictation, the students work in a group. According Nation, teaching procedure used by the teacher in teaching writing by using running dictation technique as follows:

- 1) Divide the students into a small group, each group decides who will be the runner and the writer alternately.
- 2) Put the copies of the text on the classroom wall.
- 3) Explain the procedure of technique: runner must run to the text, read and memorize a sentence before running back to the writer. The runner should then dictate what they remember of the sentence to the writer. The writer should write what a runner tells.
- 4) Do correction their work (Content, Organization, Grammar, Vocabulary, Spelling, Punctuation and Capitalization) by using the original text.

2.4.7 Teacher Instruction

Haemata (2010) devided procedure to use running dictation into seven stage, there are:

- 1) This is a group activity
- 2) Work in small group for pairs. One the group is 'writer'. Others of they are the 'runner'.
- 3) On the walls there is a piece of text. When I say to star, one of your runners goes to your sheet of paper and tries to memorize as much of the text possible, before going back to the group and dictating the text to the writer.
- 4) Try to memorize the punctuation too. You may not read the text aloud from the wall, or write it down.
- 5) When the writer has finished writing that sentence (or the part of the text that you could remember, another runner from the group runs to the text, and reads an remembers the next chunk of text to bring back to the writer.
- 6) Once the whole text has been dictated, your group should discuss and compose a final version of the text. Check the accuracy of grammar, spelling and punctuation.
- 7) The winners will be the first group finished (or most accurate).

3. THE METODOLOGY OF RESEARCH

3.1 Research Design

Creswell (2007:4)says that there are three types of research design namely qualitative, quantitative and mixed method. In this study, the writer used quantitative research, because it is the most concrete and specific. The writer focuses on experimental method. This study is classified as quantitative study, because the object of this study is the writing ability at the

eight grade of MTs. Mesra Pematangsiantar. The population is all particular in the group that will be researched. According to Arikunto (2006:13) population is the subject of research. The population in this research will be take from the students in eight grade at MTs Mesra Pematangsiantar. It has 6 classes which consist 212 students. The sample is a part or representative of the population (Arikunto, 2006:131). Arikunto (2006:134) also says if the population is more than 100, its possible to 10% - 15% or 20% - 25% or more as sample and when the population is less than 100, all population should be taken as sample. Because the population is 212, and its more than 100, the writer takes two classes as sample in this study. The writer will use purposive sampling technique to get the sample, and the sample should be 10%-100% from the population. Based on statement above, the writer will take 10% from the amount population. The writer will use purposive sampling techniques to get the sample, and the sample should be 10% - 100% from the population. Based on statement above, the writer will take 30% from the amount population. The writer choose two classes randomly as the sample of this research is VIII-1 as experimental group and VIII-2 as control group. So the sample of this study is 70 students.

3.2 Technique of Analyzing Data

In technique of analyzing data, the writer uses quantitative data. To measure the score of students by using test (pre-test and post-test), the writer uses formula by Harris (1996:140) :

Where :

$$S = \frac{C}{N} \times 100\%$$

S = The score of the student

C = The number of correct answer

N = The number of test item

To measure and check the students' ability in writing descriptive text, the writer uses mean formula. It uses the formulate measure by Arikunto (2006:284). The formula to measure the score is:

Where :

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = The average of students score

$\sum X$ = The sum of item score

N = The number of the student

To calculated the students' interval score of post-test, the writer uses the following formula:

Where :

$$D = X_2 - X_1$$

\bar{D} = Mean different of post-test and pre-test

\bar{X}_2 = The average of students score of post-test

\bar{X}_1 = The average of students score of pre-test

To measure the test, the writer uses the formula by (Arikunto, 2007:395)

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

D^2 = Mean different of post-test and pre-test

$\sum D^2$ = The different score

N = The number of the students

And to measure the standard deviation, the writer uses formula. It uses the formulate measure by Arikunto (2007:339). The formula to measure the score is:

Where :

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}$$

SD = Standard Deviation

\sum = The sum of item score

N = The number of the students

And the last, the writer will calculated the significant different. To measure the significant different or effect size, the writer eses the formula by (Sutrisno Leo, dkk, 2008). The formula is:

Where :

$$f = \frac{SD^2}{\bar{X}^2}$$

\bar{X} = The average of students score

SD = Standard Deviation

4. THE DATA AND DATA ANALYSIS

4.1 Data Analysis

The data of the research were taken from the result of the teaching-learning experience of the use of collaborative writing technique in teaching writing descriptive text which conducted at grade VIII MTs Mesra Pematangsiantar in academic year 2020/2021. The data analysis consisted on pre-test and post-test data. The pre-test data was taken before the treatment of teaching writing descriptive text at grade VIII MTs Mesra Pematangsiantar by usage of running dictation method, while the post-test data was obtained after the treatment.

4.2 The Research Findings

Referring to the data analysis above, there were some research findings that had been found. They were as following: The students' score pre-test in control group are 1740 where the mean is 49,71. And the students' score post-test in control group are 2292 where the mean is 65,48. Before the treatment of usage running dictation method, the students' prior knowledge in writing descriptive text was less since the pre-test data are 1542 where the mean is 44,05. After the treatment of usage running dictation method, the students' ability in writing descriptive text had been improved since the post-test are 3023 where the mean is 86,37. The mean score of different in control group is 15,77 and the mean score of different in experimental group is 42,32. The t-test of control group is 4,86 and t-test for experimental group is 5,88. The standard deviation of the data in control group is 11,01 and the standard deviation of the data in experimental group is 14,41. The effect size in teaching writing descriptive text in control group is 1,43 and the effect size in experimental group is 2,93.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

After analyzing the data, it could be conclude that usage of running dictation method could improve the students' writing ability at the eight grade of MTs Mesra Pematangsiantar. The improvement of students' writing ability can be seen from the score of each writing aspect. The students' score pre-test in control group are 1740 where the mean is 49,71. And the students' score post-test in control group are 2292 where the mean is 65,48. Before the treatment of usage running dictation method, the students' prior knowledge in writing descriptive text was less since the pre-test data are 1542 where the mean is 44,05. After the treatment of usage running dictation method, the students' ability in writing descriptive text had been improved since the post-test are 3023 where the mean is 86,37. The mean score of different in control group is 15,77 and the mean score of different in experimental group is 42,32. The t-test of control group is 4,86 and t-test for experimental group is 5,88. The standard deviation of the data in control group is 11,01 and the standard deviation of the data in experimental group is 14,41. The effect size in teaching writing descriptive text in control group is 1,43 and the effect size in experimental group is 2,93.

The implementation usage of running dictation method was positive and it would be alternative technique in teaching writing. It could give different nuance to get the idea and inspiration to write so their enthusiasm improved. First, the students were passive in joining the teaching and learning process, after the writer implementing this activity the students ore actively engaged in the teaching and learning process. They could generated ideas well which affected the content and vocabulary aspect. In addition, it was also supported by some activities such as grammar exercise, class discussion, and teacher's feedback to improve the students writing skill that related to the aspect of organization, language use and mechanic.

The usage of running dictation method is able to increase students' ability in writing descriptive text especially.

5.2 Sugerstion

Referring to the conclusions above, there are some suggestions that are suggested by the writer, they are as following:

1. To Students

Students should always practice to write even that just one line, sentences, or paragraph. Students should always be focus and active in teaching learning. They should study continually in classroom and in their house. They don't need to be afraid to study English. Running Dictation Method can help students to express their creativity and memory about something.

2. To Teacher

Teacher should have one thousand ways to develop their students. Running Dictation Method can be one of alternative solution for students who get problem writing skill, vocabulary and understanding. Running Dictation Method can be something interest for students by grouping and collaboration between students, and exchanging ideas with one another so that they can express their creativity there especially writing skill. Running Dictation Method can make students enjoy the learning. It can remind their memory in their mind.

3. Other Researcher

The next researcher must have a good preparation to make this strategy work well. The other researcher has to learn a strategy or technique expected to increase and improve their teaching method. Especially in writing ability. For example Running Dictation Method.

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