

Exploring Student's Writing Skills by Using Running Dictation Technique

THESIS

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SURAT PERNYATAAN KEASLIAN

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SURAT PERNYATAAN

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Menyatakan bahwa sesungguhnya skripsi yang berjudul **“Analyzing Students' Writing Skills by Using Running Dictation Technique”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya sepenuhnya menjadi tanggung jawab saya.

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Banda Aceh, December 09th, 2022

The Writer

ABSTRACT

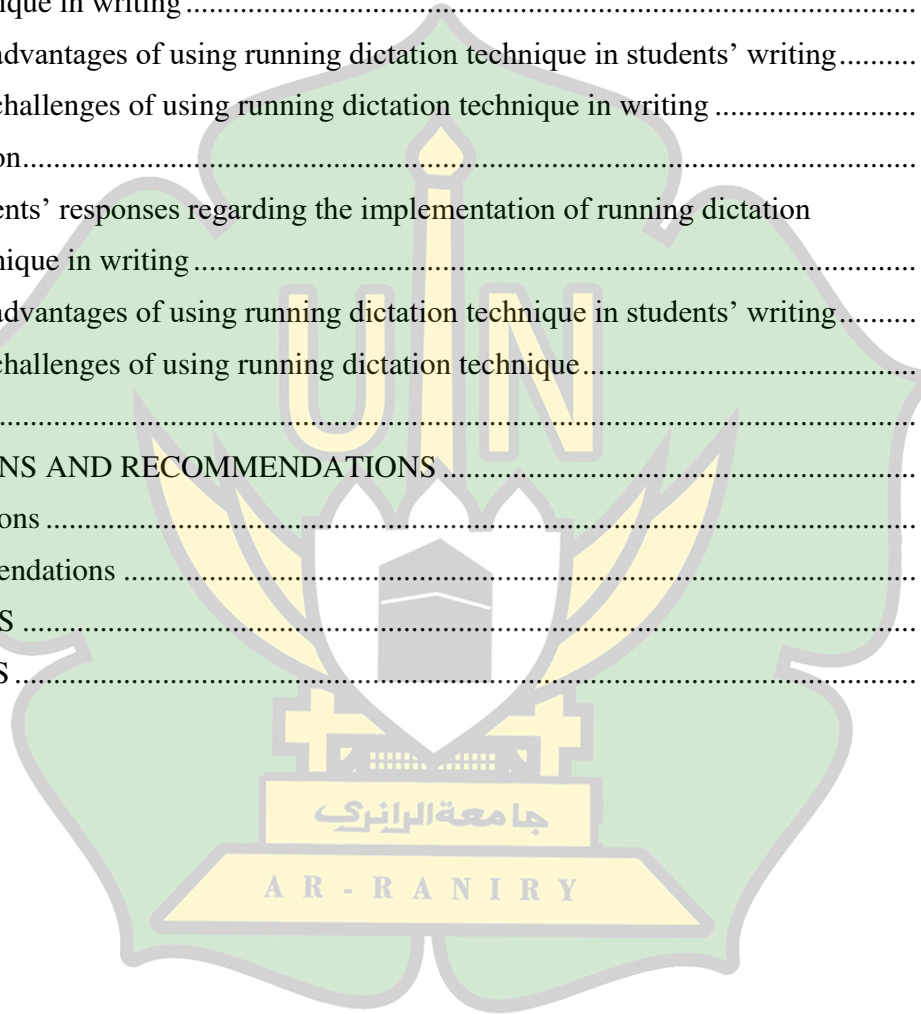
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Running dictation is a variation of dictation technique. It is regarded as a motivational technique because it enables students to walk around and collaborate in groups. The students were instructed to read and memorize prepared texts or phrases and then dictate them to a student who was instructed to write down the text. This study is about exploring students' writing skills by using running dictation technique. This study aims to know students' responses regarding the implementation of running dictation technique in writing skill. This study uses a qualitative method by doing observations and interviews with the students. Purposive sampling technique was used to find out which class is suitable to be participants. The class chosen and used as research was second grade which consisted of 20 students. The results show that all students interviewed gave a positive response to the use of running dictation technique in practicing writing skills. Based on the results of the interview, the students explained that being enthusiastic and very happy during the teaching and learning process. Moreover, this technique also increases students' vocabulary, it can practice writing well and structure, Students are made active during the learning process, and running dictation can develop students' English skills, not only practicing writing skills, but also can practice other skills such as listening, reading, and speaking.

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CHAPTER I

INTRODUCTION

A. Background of Study

As a communication tool, language plays an important role in interpersonal communication. A human can use language to communicate thoughts, ideas, desires, feelings, and experiences to others. One of the international languages used by almost the whole world is English. As stated by Ramelan (1992, p. 2-3) “English as an international language is used to communicate, to strengthen, and to make a better relationship”. That makes English very important to be mastered, especially for children and students in Indonesia. About concerning to the importance of English, Indonesia has established English as a foreign language that must be taught from kindergarten up to university. At this time, students are required not only to speak their mother tongue but also to be able to speak international languages, such as English.

English has four skills; listening, speaking, writing, and reading. In learning English, students are anticipated to master skills in English, so that they can communicate well. In this research, one of the skills that will be focused on by the students is writing. The researcher chooses writing because it is more than just a medium of communication but also a means of expressing ideas and feelings. Granville (2001, p.1) stated “Writing is a skill that most people can learn, and the more you do it, the easier it becomes”. It means that writing can be mastered not only by certain people but also by students, and the more students practice the more their writing skills increase. In addition, as stated by Chamisah (2013), writing is not the same as speaking. In writing, however, the writer must consider

how to convey ideas and utilize language to help the reader comprehend what they mean. In speaking, the speaker can use intonation and stress to further explain what they say.

According to Fitri (2019), writing skill is also important in our education, by writing students can tie the given knowledge into notes. They can also transfer several ideas in their minds into a written text. She also stated that writing is a process of creating, organizing, writing, and polishing. It means in the first step, students create ideas. In the second step, they organize ideas, and in the last step, they write a rough draft and eventually polish their rough draft by editing and making revisions. Writing can be considered a difficult skill for some students because in writing several processes must be done. Students have to get their ideas and start thinking about what to write, and how to arrange it into some phrases to become a good writing project. Moreover, as a productive skill, writing differs from speaking and other receptive skills. For a paragraph to be understood, writing skills require not only a large vocabulary but also proper grammar in addition to other writing conventions. As a result, creating a paragraph in a writing exercise requires a lot of time (Qudwatin, Risdaneva & Affied, 2017).

In teaching writing to students, a technique is also considered an important thing for a teacher in the teaching and learning process. According to Brown (2000) techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Furthermore, Hartina (2019) explained that teachers can combine more than one teaching technique in the class. It is necessary to observe the needs of the students, the purpose of the material, and the classroom situation before applying it. By using learning techniques, the teacher will more easily determine which information will be conveyed and manage the material

during the learning stage effectively. Learning will be centered on students and the teacher becomes a facilitator who manages the learning process well.

Brown (2000) mentioned that “The language teaching literature widely accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom”. He also explained “Technique covers all tasks and activities. It is deliberate, intentional, and the product of the teacher’s choice. A class can be thought of as consisting of several skills, some teacher-centered, some student-centered, some production-orientated, some understanding-orientated, some can be thought of as grouping to form assignments and some for their work” (Brown 2000).

Based on the researcher experience at SMKN 1 Al Mubarkeya, Ingin Jaya Aceh Besar. The researcher found that students’ interest and motivation to learn English were very low. They also considered that English was a difficult subject where they had to understand the meaning of a foreign language and lacked confidence in participating during the teaching and learning process. Some students were enthusiastic about learning English and some students were not enthusiastic while learning English. Students who were enthusiastic about participating in learning English were less than students who were not enthusiastic.

Students have difficulties in the process of writing activities. The problem with most students is that they have difficulty finding ideas to try to write something and besides that, the limited vocabulary also makes them have to be low in opinions and develop vocabulary in sentences. Not only that, but the lack of English writing practice is also a problem for most students and this becomes an obstacle for them.

Based on the interview, the teacher said that most of the students live in rural areas in the village, their environment did not support them to use a foreign language and their previous education did not put the language as a priority. Moreover, the average vocabulary ability of students did not match the curriculum target of 1500 vocabulary. One of the main problems that occur is because they do very little practice learning English, especially writing, which cause them to lack new vocabulary and they did not even know a lot of English vocabulary. Lack of motivation was also one of the causes for their lack of interest and enthusiasm when starting English lessons. Motivation and willingness are also the main things and are needed by all students. This can cause them to not enjoy it when receiving English material, especially writing from the teacher.

Then after the researcher saw the problems, the researcher wanted to explore a technique that can practice students' writing skill without making them feel bored. So, here the technique that used was running dictation. The reason why the researcher chose running dictation due to this technique is the technique that can train students' writing skill. In addition, the researcher is interested in exploring this technique because previously, this school had never used running dictation techniques in the teaching and learning process. Then, recently a teacher used this technique as a new technique, and only she used this technique during the teaching and learning process. Therefore, the researcher is interested and wants to see how this technique is applied and how students respond toward this technique. By applying this technique, the researcher hoped to make students motivated to continue to practice their writing skills.

According to Fitri and Okhta (2018) "Running dictation is a fun technique that can be adapted in several some many of ways and it is fairly easy to prepare, explain, set up,

and adaptable”. Running dictation is a game or activity carried out in groups. Running dictation in a small group can be a way to achieve a good learning process (Rizka, 2020). Furthermore, Hess (2001) explained running dictation is a technique where learners work in groups to dictate the sentences, some are runners and writers in each group. Students as runners have to run to the place where the sentence has been prepared previously by the teacher. Then they have to return to their group to dictate the sentence they have read. Then writers must write well what they have heard. This activity is purely done by learners with their partners or their groups.

Running dictation is a multi-skilled activity that involves listening, reading, writing, and speaking. Melya (2019) stated that running dictation is a fun technique to motivate high- and low-level students. This technique allows students to play while learning during class. According to Gea (2020, p.2), “Most students enjoy playing the running dictation game because it helps them focus on something they can easily imagine. This makes them more interested and stimulated to explore and develop their ideas with their own words in writing the text”. By doing this activity students will not feel bored while studying, they can play games while learning especially when learning writing skills. Then students will enjoy the learning process which is fun and can help practice their writing skill.

Previously, some researchers were looking to find out whether the application of this running dictation technique affected the ability of English language skills. Hidayati, Nurmala & Zulfa (2020) researched on the influence of the running dictation method on students’ descriptive text writing ability. Based on the research, the results show that there is a significant effect of the use of the running dictation method on students’ ability

to write descriptive texts. About 84% of students gave a positive response to this technique.

However, Indah (2019) researched on Students' Perceptions of Running Dictation Method in ESP Classroom. The results show that students have a good perception of running dictation method. The students stated, "Running dictation is a very interesting method and it is very useful for the students and also for the teacher because it can practice concentration".

Based on the problems that existed above, the researcher chose to conduct a study entitled "**Exploring Students' Writing Skills by Using Running Dictation**".

B. Research Questions

Based on the background of the study research questions can be identified as follows:

1. What are the students' responses regarding the implementation of running dictation technique in writing skill?
2. What are the advantages of using running dictation technique in students' writing skill?
3. What are the students' challenges of using running dictation technique in students' writing skill?

C. The Aim of The Study

The purpose of this study is as follows:

1. To know students' responses toward the implementation of running dictation technique in writing skill
2. To know the advantages of using running dictation technique in students' writing skill

3. To know the students' challenges of using running dictation technique in student' writing skill

D. Significance of the Study

The expected benefits of this study are:

1. For the students, using running dictation technique in learning writing will hopefully influence their responses toward English lessons.
2. For the teachers, it will hopefully give them more options in teaching writing skills to their students by using running dictation technique.
3. For the writer, by conducting this study, I can practice using running dictation to teach writing skills.
4. For the readers, it will be a good reference for readers who are concern and want to find out about modern technique in teaching writing skills.

E. Terminologies

1. Writing Skill

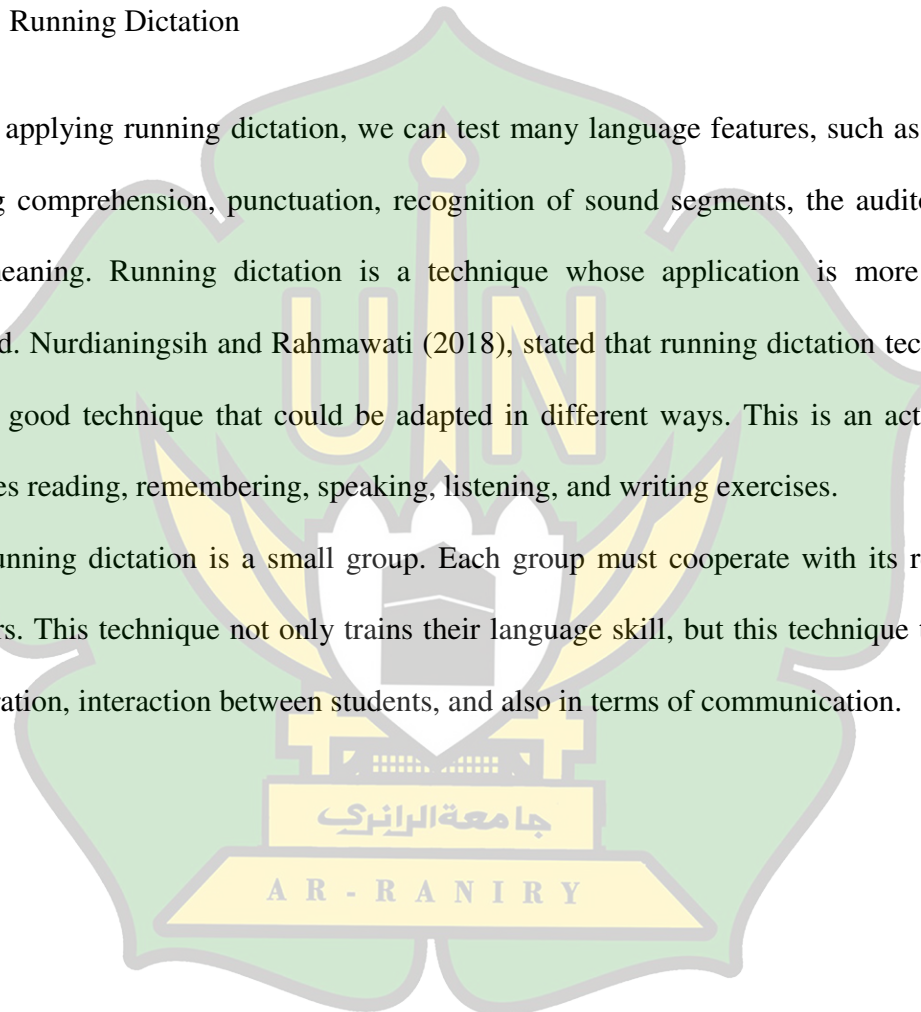
Writing is about expressing our thoughts in sentences or paragraphs. However, when we write our ideas into a paragraph, we need sentence patterns and correct grammar in writing. In writing our ideas, we need sentence patterns and use grammar, such as simple present tense, simple past tense, and passive voice, and we also have to use correct punctuation, such as capitalizing the first sentence and then using a period at the end of the sentence, use commas when we mention many things, etc. (Aldila, 2015). Good writers take six basic steps. Every step can be repeated as many times as needed. The six steps are assessing assignments, creating ideas, organizing ideas, writing the first draft,

rewriting, and writing the final draft. Moreover, writing is often useful as preparation for some other activity, especially when students write sentences as an opening for discussion activities. This gives students time to think about ideas rather than having to come up with instant fluent opinions (Harmer, 2004).

2. Running Dictation

In applying running dictation, we can test many language features, such as spelling, writing comprehension, punctuation, recognition of sound segments, the auditory span, and meaning. Running dictation is a technique whose application is more student-focused. Nurdianingsih and Rahmawati (2018), stated that running dictation technique is a very good technique that could be adapted in different ways. This is an activity that includes reading, remembering, speaking, listening, and writing exercises.

Running dictation is a small group. Each group must cooperate with its respective partners. This technique not only trains their language skill, but this technique trains the cooperation, interaction between students, and also in terms of communication.



CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

According to Elbow in Brown (2000, p.337) “Writing is a transaction with words in which you free yourself from what you think, feel, and receive. You are giving yourself something better than what you would be stuck with if you got your point across from the start”. He also stated that writing is a two steps process. First find out what your meaning is, then put it into language. second, find out what you want to say, do not start writing until you do it, make a plan, use an outline, and start writing only afterward. Nunan (2003, p.88) described “Writing as mental work to find ideas, think about how to express them, and organize them into statements and paragraphs that will be clear to the reader”. This means that in writing a writer communicates his ideas by paying attention to known or unknown readers who will get ideas and meanings in the form of the correct written text. Moreover, Nation (2008) argued that writing is a useful activity to prepare for by working on other skills of listening, speaking, and reading. This preparation allows words that have been used receptively to be productive.

2. The Important of Writing

The reason for teaching writing to students of English as a foreign language involves reinforcement, language development, learning style, and most important writing as a skill in its own right (Harmer, 2002, p.79).

According to Harmer (2004, p.31-33), there is some importance in writing. They are:

- a. Writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems that writing put in their minds.
- b. Writing is always used as a means of reinforcing language that has been taught.
- c. Writing is frequently useful as preparation for some other activity.
- d. Writing can be used as an integral part of a larger activities where the focus is on something else such as language practice, acting out, or speaking.
- e. Writing is used in questionnaire-type of activities. Students will be asked by the teacher to make a questionnaire.

3. Writing Process

Harmer (2004, p.4-6) states that “There are four main stages in the writing process. Those are planning, drafting, editing (reflecting and revising), and final version”.

a. Planning

Before starting to write, they have to plan, try and decide what they are going to say. There are three main issues that writers have to think about when planning. First, learners have to think about the purpose of writing. Second, learners have to think about how the paragraphs are structured. Third, learners have to think about the content structure.

b. Drafting

Drafting is the first version of a piece of writing. In this part, the writers must be given a lot of time because they have to focus on development and structured ideas.

c. Editing

The writers must reread what has been written to correct if there is information that is not clear or if there are still confusing words that must be changed.

d. Final version

The Final version is the final stage of writing. After the writers edit their draft, making any changes they deem necessary, they produce the final version. After following all the processes, the result of the writing is ready to be sent out to the readers. The result of writing will be better by following the steps in writing so that it can be structured properly.

4. Writing principle

Brown (2000, p.346-347) mentioned some specific principles for designing emerging writing techniques, they are:

1. Incorporate practices of “good” writers.

When contemplate devising a technique, consider the various things efficient writers do and see if yours includes some of these practices. For example, a good writer

- Focus on a goal or main idea in writing,
- Perceptively gauge their audience,
- Spend some time (but not too much!) planning to write,

- Easily let their first ideas flow onto the paper,
- Follow a general organizational plan as they write,
- Revise their work willingly and efficiently,
- Patiently make as many revisions as needed.

2. Balance process and product.

Through the appropriate stages students must be guided carefully. Make sure students are not stuck in the stage leading to final process which causes them to lose a clear, articulate, well-organized, effective piece of writing.

3. Account for cultural/literary backgrounds

If there are some notable between the students' original tradition and the those that you are trying to teach and try to understand the students what it really is and what it used to it.

4. Connect reading and writing

By reading and reviewing the extent of relevant texts, learners can obtain important insights of how they should write or concerning the subjects that may be their topic of the writing.

5. Provide as much authentic writing as possible

There are several ways to add authentic; sharing writing with other students in the class, writing letters to people outside of class, publishing a class newsletter, writing a script for a skit or dramatic presentation, and writing a resume advertisement.

6. Frame your techniques in term of prewriting, drafting, and revising stages.

The prewriting stage encourage the generation of ideas, which can happen in several ways:

- Reading (extensively) a passage
- Skimming or scanning a passage
- Conducting some outside research
- Brainstorming
- Clustering
- Discussing a topic or question
- Freewriting

Drafting and revising is a core of the writing process. There are some several strategies and in applying the drafting and revising process in writing, they are:

- “Optimal” monitoring of one’s writing (without premature editing and diverted attention to wording, grammar, etc.)
- Peer-reviewing for content (accepting/using classmate’s comments)
- Editing for grammatical errors
- proofreading

5. Writing Purpose

According to Grenville (2001) there are three purposes for writing, they are:

1. To Entertain

Writing to entertain generally takes the form of imaginative writing. It means the writer must use her creativity in writing. And also, writers have to involve their feelings in some way.

2. To inform

Writing to inform has the purpose of informing people about something. This type of writing can focus on places, events, objects, and procedures. It can be seen through articles, newspapers, scientific or business reports, instructions or procedures, and essays for schools and universities.

3. To persuade

This type of writing is including your opinion, but as part of a logical case supported by evidence, not just as an expression of your feelings. This includes advertisements, some newspapers, magazine articles, and some types of essays.

6. Writing types

The type of writing activities to be carried out writing should be based on the student's level and capacity. According to Brown (2000), there are five major categories of classroom writing performance:

1. Imitative, or writing down

At the beginning level of learning to write students will simply “write down” English letters, words, and possibly sentences to learn the conventions of the orthographic code. At this level students learn to write from easy things, they imitate and write such English letters, words, and even sentences that also use the right capital letters and correct punctuation.

2. Intensive, or controlled

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow

much if any, creativity on the part of the writer. A common of controlled writing is to present a paragraph to students in which they need to modify a given structure throughout.

3. Self-writing

A significant proportion of classroom writing may be devoted to self-writing or writing with only the self in mind as an audience. The most prominent example of this category in the classroom is note-taking, where students take notes during lectures for later reference. Other notes can be made on the edges of books or strange scraps of paper.

4. Display writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of the display. One of the academic skills that academically focused ESL students need to master is a whole array of display writing techniques.

5. Real writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages. In real writing, the reality is needed and can be injected through academic approaches such as group problem-solving, especially those related to current issues and other relevant topics. Real writing takes place in the classroom of students who study English to progress in their work. And also, personal writing and other

informal writing can take place, especially in the context of an interactive classroom.

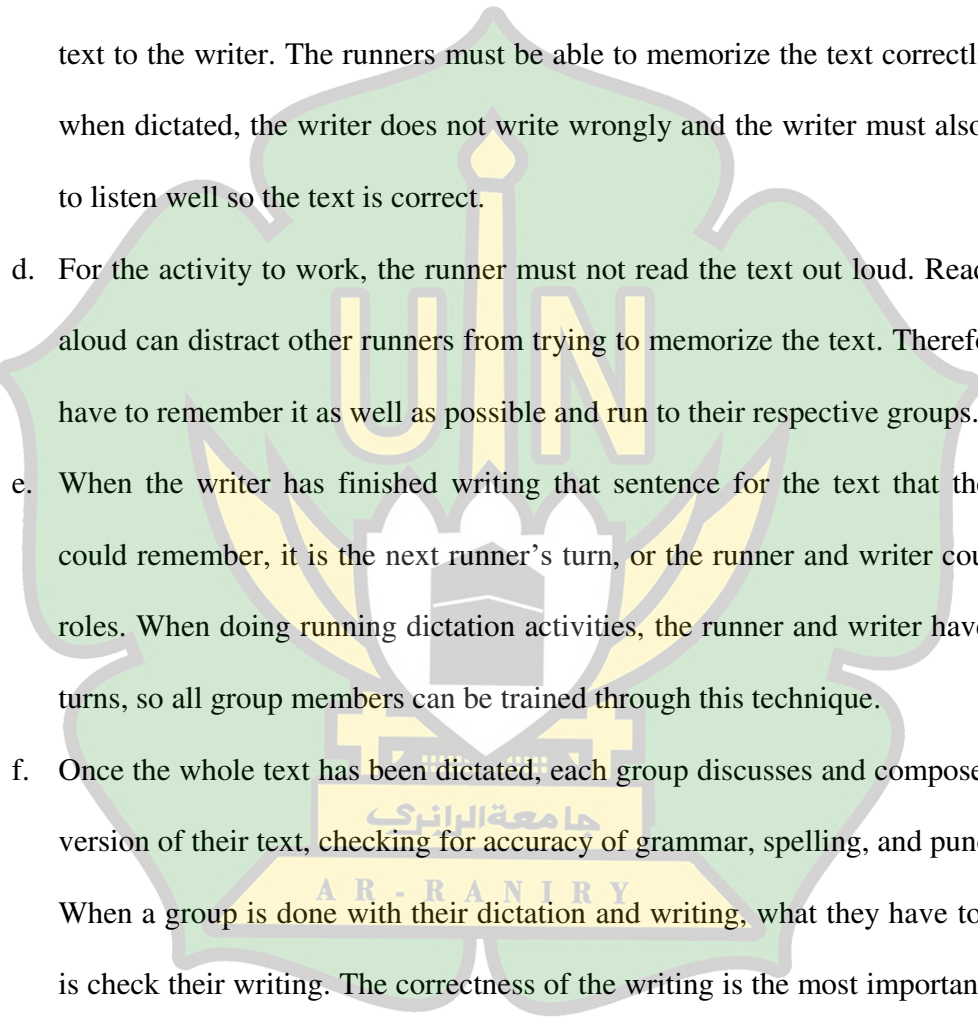
B. Running Dictation

1. Definition of Running Dictation

Purnawati (2017) stated that running dictation is an activity where the students read the text for a short time and then write the text. This activity can train students in the ability to read, remember, listen, write, and speak. While Nation and Newton (2008) described that “Running dictation is a technique in which learners receive some spoken input, keep this in their memory for a short time, then write it down what they heard”. Furthermore, Zulraudah (2014) argued “Running dictation is not as mean as the dictation itself, but it is a variation activity for teaching English skills, where, students can learn in groups, run, tell, and write what they have heard. In running dictation students will run to the text and then read it, and tell what they have read to their friends in their groups”.

Haemata (2010), divided the procedure using running dictation into several stages, they are;

- a. Put students into pairs all small groups, one student in each group is the writer, and the students take turns at being the runner. Each group can consist of 3-4 students and each group member must take turns being a writer who will listen to the dictates of the runners, and runners who will read the text and dictate. Therefore, good cooperation is needed in carrying out this activity.

- 
- b. Put copies of the text up around the walls of the classroom. The prepared paragraphs or texts are pasted around the class but do not place them too close to each group so they can run a little to where the text is pasted right.
 - c. A runner from each group goes up to their sheet of paper and tries to memorize as much of the text as possible, before running back to their group and dictating the text to the writer. The runners must be able to memorize the text correctly so that when dictated, the writer does not write wrongly and the writer must also be able to listen well so the text is correct.
 - d. For the activity to work, the runner must not read the text out loud. Reading text aloud can distract other runners from trying to memorize the text. Therefore, they have to remember it as well as possible and run to their respective groups.
 - e. When the writer has finished writing that sentence for the text that the runner could remember, it is the next runner's turn, or the runner and writer could swap roles. When doing running dictation activities, the runner and writer have to take turns, so all group members can be trained through this technique.
 - f. Once the whole text has been dictated, each group discusses and composes a final version of their text, checking for accuracy of grammar, spelling, and punctuation. When a group is done with their dictation and writing, what they have to do next is check their writing. The correctness of the writing is the most important so they should check it carefully.
 - g. The winner can be either the first group finished or the most accurate group, depending on the purpose of the activity. To see the winner ultimately depends on

how we want to rate, if there are certain skills, we want to see then pay attention to their text and value how they do it.

2 Variation of Dictation Technique

Nation and Newton (2008, p.62-65) mention that there are several variations of dictation that can refocus the learning goal of the dictation activity

a. Running dictation

A short-dictated text in large type is hung on the wall outside the classroom. Learners work in pairs or small groups. One of the students is the writer and the other is the runner, who goes to the dictated text, memorizes a short sentence, returns to the writer, and retells it.

b. One chance dictation

If the students make very few mistakes while dictating, the teacher can read the text only once in short sentences, instead of reading it several times. If the students know it will only be read once, it is a challenge for them to pay attention. This will make students try to focus on the dictation because they only have one chance to hear the dictation.

c. Dictation of long phrases - R A N I R Y

During the writing part of dictation, instead of reading short sentences once, the teacher can read long sentences or phrases multiple times. Each group can have ten or more words. Because this is long sentences or phrases, it will be a challenge for students to listen and write carefully.

d. Guided dictation

The noun, the verbs, the adjectives, and the adverbs are written on the blackboard in the same order as they are in the text. When the students listen to the text, they can give their attention to other difficult words. If the words are written in groups of sentences as they are in the text, whole sentences can be read at once during dictation. The words on the blackboard can help students remember sentences completely.

e. Dictation for mixed class

When the class has some students that are well at dictation and others who are not very good, the teacher can specially read the text. The teacher must be able to create creative ways to teach students through dictation. For instance, when the teacher reads the dictation once and without stopping. Then when she reads a sentence for students to write, she reads it quite fast that students who are good at it can write it. Then students wait while the teacher will read the sentence again to students. And when it is read a second time a good student will only check the writing.

f. Peer dictation

Students have a copy of the dictated text in front of them. They work in small groups, with one person in the group reading the dictation so that the others write it down. Students work in pairs. One student reads the dictation while the others write. Students who write can ask other to repeat words and spell them out aloud. This can also be turned into a competition.

g. Completion dictation

The students receive several printed copies of the text. One copy is missing some words, the next copy is missing more words, and so on. The students listen to the text that the teacher read sentence by sentence and complete the words missing on their first copy. The teacher will read it while the students listen and fill in the missing words in the first copy. Then the teacher will dictate it again and the students fill and complete in the missing words again where in the text copy there are more missing words than in the previous copy.

h. Perfect dictation

After the dictation has been marked, it is generally good for the students listen to the dictation again when they look at their marked work, so they can pay attention to the part where they made mistakes. Then the dictation is marked again by the students. It is given again on another day, so when the dictation has been given for the third time, the students can write it well.

i. Sentence dictation

The teacher says sentences and the students write them. Students can check their mistakes immediately and can improve during exercise. Corrections can be done by the teacher writing the sentences on the blackboard and the students checking their writing.

j. Unexploded dictation

The teacher records a text on a tape recorder at a normal speaking rate and without the pauses that are usual in dictation. The teacher will not dictate directly

but uses audio or a tape recorder. Students should use the tape recorder rewind and pause buttons to create their transcription of the text each time they work on the tape recorder, and continue listening to the text until they have an accurate transcription.

4. The Advantages of Running Dictation Technique

According to Milne (2014, p.1), there are several advantages of running dictation technique, they are:

- a. It can easily be transferred from the ESL to the literacy classroom where its student-centered nature, and appeal to students with a variety of learning styles. Unique techniques and varied learning styles will increase students' interest and students' desire to learn.
- b. It is a multi-skill activity that integrates the macro-skills of speaking, listening, reading, and writing. In this technique, students are not only trained in one ability but four abilities at once. This is very useful for those who rarely practice English skills.
- c. It can be a very low preparation activity. It is not much prepared by the teacher other than some text and students just have to be prepared and focus on how this technique is done.
- d. It is cheap. Although this activity is a learning activity while working with partners in a group, it does not cost much. Therefore, this activity is very friendly to apply.

- e. It can easily be made engaging, meaningful, and relevant to the students. This activity makes students active, focused, and most importantly able to practice their English skills.
- f. It is very easy to adjust the level of difficulty up or down. We can customize this activity according to their ability. So, it will not make them feel too burdened and troubled if their abilities are low.
- g. It is inclusive. All students are the same in this activity, there is no difference. Because they will all be working with their group mates. Therefore, students will interact with each other so that communication goes well.

5. The Disadvantages of Running Dictation Technique

According to Madsen (1983, p.117), there are three disadvantages of running dictation, they are:

1. Difficult to use for diagnostic purposes. They combine listening and writing. It is difficult to diagnose individual students when doing this activity, and also very active activities in the class make things a little noisy and work in groups making it a little difficult to control.
2. They are not usually helpful in measuring the short-term. It probably takes up a lot of time in class, especially if the dictation is corrected word by word afterward.
3. They are not easy to correct as multiple-choice, completion, or cloze tests. Because it is in the form of writing by students, correcting it is not as simple as

correcting multiple-choice and it takes a little longer to see the writing correctly and thoroughly.

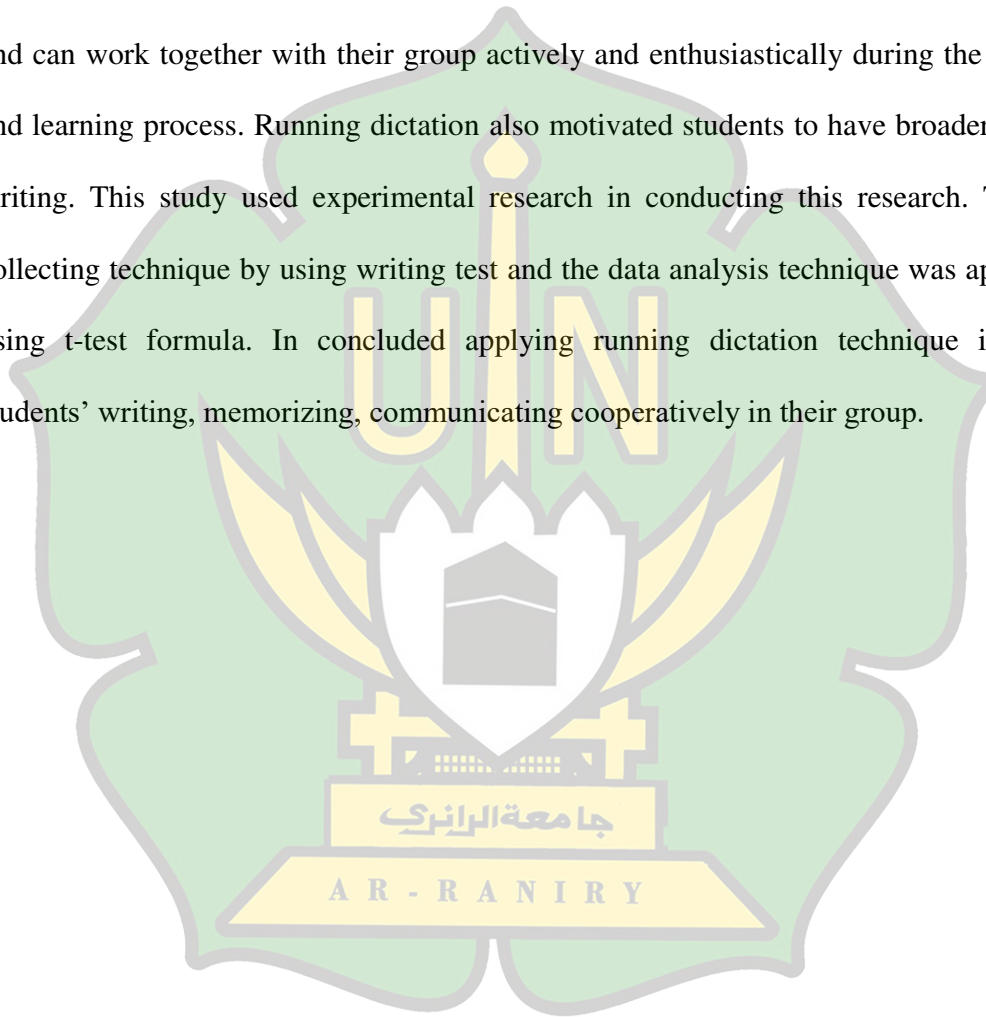
C. Previous Study

From previous research, the researcher took three literature reviews. The first research was conducted by Indah and Rohmy (2017) investigated the effect of running dictation toward students' spelling in writing short functional text at SMP Qon. In this study the data as collected by using tests; pre-test and post-test about the spelling ability in writing short functional text. The design of this study was quasi experimental design. The result showed that there was a significant different between experimental group who was taught by two stay two stray. In concluded that running dictation strategy give positive effect on students' spelling in writing ability.

The second research was conducted by Zainab (2020) about spelling, pronunciation and vocabulary retention. This study was experimental research which taught the textbooks' songs by using running dictation. This research has used three achievement tests as measurement tools. They are spelling test, pronunciation test, and vocabulary worksheet. The result showed that running dictation technique is an amazing technique for applying dictation to the pupils at elementary level. This technique can increase students' enthusiasm. It can also be concluded that the application of running dictation technique can be considered as a type of physical exercise by making students run inside

and outside the classroom and this will encourage them to work in competitive environment.

The third research was done by Fitri and Okhta (2018) about running dictation as an effective technique on teaching writing skill. The result of their research is after applying running dictation, students got a positive response in writing. They are more confident and can work together with their group actively and enthusiastically during the teaching and learning process. Running dictation also motivated students to have broader ideas in writing. This study used experimental research in conducting this research. The data collecting technique by using writing test and the data analysis technique was applied by using t-test formula. In concluded applying running dictation technique improved students' writing, memorizing, communicating cooperatively in their group.



CHAPTER III

METHOD OF RESEARCH

A. Research Design

The researcher used a qualitative research design to conduct this research. The qualitative research method was used to examine the question by describing how a participant in a study perceives and interprets numerous aspects of their surroundings. Qualitative research is an approach to exploring and understanding the importance of individuals or groups caused by the social or human problems. The research process involves emerging questions and procedures, data that is usually collected in a participant setting, data analysis constructed inductively from specific themes to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2018).

In this study, the researcher investigated students' responses to the technique applied by the teacher. It is the objective of this study to identify students' responses by doing observation and interviews to collect the data.

B. Population and Sample

According to Sugiono (2010, p.117), the population is a geographic generalization there are; the object/subject has the quality and certain characteristics that set by the researcher to learning then make the conclusion. The population of this research was class XI of SMKN 1 Al Mubarkeya academic year 2022/2023. The subjects of this research were students.

In this research, the sampling technique used was purposive sampling. According to Arikunto (2010) “Purposive sampling is the process of selecting a sample that is not based on the level area, but it is taken based on the specific purpose”. The researcher chose one class from all class XI to be the research participants. The selected class was light vehicle engineering (Teknik kendaraan ringan) consisting of 20 students. The reason the researcher chose this class was because their major uses a lot of English terms in their textbooks. And also, the tools they have used and need to know are also written in English in their textbooks. Because of the importance of English in their learning, the researcher chose this class to analyze the technique. Moreover, the class was chosen based on the results of a discussion with the teacher, and this writing skill class was also chosen because the teacher expects that there will be an increase in students’ writing skill.

C. The Technique of Data Collection

In doing qualitative research, the researcher used several appropriate techniques. To conduct this study, the researcher had to collect data containing some information needed for this research. In this research, the researcher used observation and interviews. Further explanation is as follows:

1. Observation

A qualitative observation is when the researcher takes field notes about the behavior and activities of individuals at the study site (Creswell, 2018, p.262).

The researcher observes the classroom to get the data needed. The researcher also made notes during the teaching and learning process. In this case, the researcher only takes notes and analyzes about under study.

2. Interview

An interview is the activity that involves the interviewer and interviewee where the interviewer will ask some related questions. According to Creswell (2018, p.263), interview conducts face-to-face interviews with participants, telephone interviews, or engaging in focus group interviews with six to eight interviewees in each group. This involves several unstructured questions and generally open-ended numbers is intended to obtain the views and opinions of the participants. The researcher used this interview to find out data about the students 'responses to using running dictation.

D. Method of Data Analysis

Data analysis is the process of organizing data to obtain a structured pattern of research data, the researcher will use a series of data analysis processes. According to Miles and Huberman (1992, p.16), "There are three analysis components; data reduction, data display, and conclusion drawing". Further explanation is as follows:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in field notes or written transcriptions. In this study, the researcher choose data derived from observation during the teaching and learning process in the classroom and interviews with the students.

2. Data Display

At this stage, the data can be displayed in narrative form, table, graphic, and others. Through the presentation of these data, the data is organized, and arranged in a pattern of relationship, thus it will be more easily understood (Sugiyono, 2012, p.341). It can be said that data can be explained through narrative form so that it can be more easily understood and more meaningful.

3. Conclusion Drawing

The last step of organizing data is conclusion drawing, the researcher concludes, and verified it by looking for the meaning of the symptoms obtained from the object of this study. In this step, the researcher draws a conclusion that has been concluded previously and matches notes from observations that have been analyzed by the researcher.



CHAPTER IV

FINDING AND DISCUSSION

This chapter describe the research finding and discussion of this research related to the research problems. Data obtained by researcher from observation and interviews.

A. Research Finding

In this chapter, the researcher finds out students 'responses towards the implementation of running dictation technique in writing skill, the advantages of using running dictation in students' writing skill, and the students' challenges of using running dictation technique. Six students were interviewed in this study. They were given 11 questions to express their responses, what are the advantages of using running dictation, and what are the challenges of using running dictation technique. Each student takes approximately about 8 to 10 minutes to answer the questions. In this study, students were marked as students-1, students-2, students-3, students-4, students-5, and students-6.

1. Students' responses regarding the implementation of running dictation technique in writing

Based on the interview conducted by the researcher, the students stated a positive response to the using running dictation in teaching English writing in the classroom which is necessary for effective teaching and learning process for the students. The result of the interview showed that the students were very enthusiastic and gave a positive response during and after the application of this technique. It can be seen as follows:

- a. They feel happy and excited

When conducting interviews with students, some of them said that they were happy and enthusiastic about this technique in their class. This means that students give a positive response to running dictation.

As students-1 said:

Using running dictation in English class is very exciting. Because we do not just sit quietly in chairs while listening to the teacher but we like playing while learning to write in English. I am not very active; you could even say that I am not active in English class. But when the teacher uses this technique several times, I feel active in participating in this class.

Students-2 said:

I'm happy when running dictation is applied in class and also very fun, it is like a game that I just found out when I was in second grade. And I enjoy learning with running dictation.

Students-5 also said:

I am happy with running dictation because this technique can be used as a game. I'm also not sleepy and bored when I learn English writing using this technique. Because usually if we do not use running dictation or other game, we are only asked by the teacher to explain this and explain that. I am lazy and not enthusiastic if that is all that is asked for.

Based on the interview answers above, 3 out of 6 students said they were happily using this technique. Student 2 and student 5 stated that they are happy when the teacher using running dictation in the English classroom. Student 5 also added, "*I am quite comfortable using this technique that can practice English skill, especially writing.*". Which meant as students' acceptance to learn English or the students' feelings when learning English writing using running dictation technique.

Besides that, one student explained that being active and excited during the teaching and learning process. In addition to feeling happy as a response given by students, this activity also encourages students to be more enthusiastic and active in class because of activities that require them to get up from their seats to carry out their duties.

b. Interested in cooperation

During observation, researcher sees their natural response to this technique. The researcher caught that they showed an enthusiastic and serious attitude when the activity was taking place and when they were doing their work in groups.

As students-3 said:

I am interested in this game because of the cooperation in each group which makes me happier and makes me more active in the classroom, this is a technique that makes us have to move and run towards the passages that are pasted on the wall and with cooperation like this, we try to do it well.

Student- 6 also stated that:

This technique is good to use in English class especially writing, because of the cooperation that makes us more responsible for our group. Responsibilities such as having to be able to remember and pronounce words and sentences correctly. Then we also have to listen and write down what is dictated correctly. And among the various techniques used by the teacher, I prefer this technique.

Based on the statement above, it proves that the students' response to this technique is that they are interested and enjoy it which is caused by the good cooperation carried out by all groups.

2. The advantages of using running dictation technique in students' writing

Running dictation has a flexible design that can be used for individual study, independent study, and group lessons. Its application focuses on personal appearance. Running dictation has many advantages in practicing students' writing skills. Here are the advantages of using running dictation based on interview with the students.

a. Students will be more active in class.

In this technique, all of the students are made active during the learning process. This technique required students to run into the passages pasted on the wall and then they have to run back to their group to dictate the words or sentences they have read, so there are no students who just sit still and just watch the activity, everyone gets their turn.

As said by students-3:

This activity makes me more active in the classroom because this is a technique that makes us have to move and run toward the passages that are pasted on the wall and with cooperation like this, we try to do it well.

Students-1 also said that:

Using running dictation in English class is very exciting. Because we do not just sit quietly in chairs while listening to the teacher but we like playing while learning to write in English. I am not very active; you could even say that I am not active in English class. But when the teacher uses this technique several times, I feel active in participating in this class.

Based on the answers of the students above, this shows that they become more active when doing running dictation activities in the English class.

b. Improve students' writing ability

Besides being known as a technique that keeps all students active, this technique also can improve students writing ability. Based on observation during the teaching and learning process and interview with the students, the writer concludes that running dictation improve students' writing ability. This is evidenced by the answers given during interviews with some students.

As student-1 said:

After several times we used this technique, I found that I experienced an increase in writing text because of the practice of writing through this activity.

He also added *“After using running dictation our teacher usually tells us to write a paragraph, which tells about our family members, about hobbies, or ourselves.*

This increase was also influenced by the additional writing exercises given by the teacher after using this technique. The teacher asks students to write down the basic things first.

c. Increase students' writing memorizing

In doing this activity, students are required to memorize the text they have read so they can dictate to their partner in their group correctly. This activity trains them to increase their writing memorization.

As students-4 explained:

I think one of the benefits that I feel is that I am starting to be trained to remember words or sentences that I do not know how to write by being dictated to by my friend. After being able to remember the words well and when dictating the same words, it was easier for me to write.

It is very important for students learning to write English to know and remember how a word is spelled and written. Because without knowing how to spell a word, one will not be able to write well and the writing will be messy and not good. So, for beginners, there must be frequent practice so the writing is good.

d. Increase students' vocabulary.

When reading the sentences or paragraphs that have been provided. Students will find a lot of new vocabulary that they did not know before. Even more so after knowing that their English vocabulary is still very minimal, then definitely this activity will be a very useful activity for adding English vocabulary.

As student-5 said:

When reading the paragraphs provided, I found a lot of new vocabulary that I never knew. Coincidentally, when we were in English class, we were required to bring a dictionary. So, after finishing this activity I looked for the meaning of the new vocabulary that I encountered. After that, I know what the word means.

This means using running dictation technique can increase students' vocabulary. Students-2 also said that he found a lot of vocabulary that he does not know what it means and after that makes he knows and remembers the new vocabulary. With frequent reading, students can find and know that there is vocabulary that they do not know what it means or even they never know about the vocabulary.

e. Practice writing well and structured

Structured sentences are very influential in writing. If someone makes a sentence or even a paragraph that is not well structured, then it cannot be said to be good writing. For example, for the writing to be correct and structured, they must know basic things such as placing the subject and to be or how to use proper grammar.

Therefore, it takes writing practice so that we know how to write well so that writing becomes better. This was also said by student-5 about the benefits of running dictation on good writing practice.

As student-5 said:

My writing skills are very bad. However, by using this technique several times with the teacher, my writing skills were trained and I feel slowly I can write in English at least better than before. For example, I began to realize how to use to be properly and I already know a lot about how to write vocabulary with the correct spelling.

Student-6 also said:

This helped me to be able to practice writing English properly and correctly. When doing this, me and my group members correct each other, so I know how to write correctly and which writing is wrong.

It shows that applying running dictation during the teaching and learning process is effective in improving students' writing with practice.

f. Motivates students to learn English

The encouragement of motivation within students causes a desire to learn more. It will be easier to teach if they have the desire and self-awareness to learn English.

As said by students 2 *“After using this technique, I wanted to learn English more seriously. Because it turns out that English is not as difficult as I imagined”*.

When interviewed, student-2 explained the reason why he could be motivated to learn English by using this technique. Because usually when studying teachers do not use techniques, the class situation will be very boring plus he is not good at this lesson. Then when he went up to the second grade and discovered the existence of this technique, he became interested.

Student-4 also said:

Instead of other techniques and games used by the teacher, I am more motivated to learn English, especially writing. Because when doing this activity, we not only do it according to the instructions but we can also understand that it turns out that the way to write it is like this and what the meaning of the sentences is. And because of this too, I am a bit interested in English.

The results above show that using running dictation can increase students' motivation in learning English.

g. Multi-skilled activity

Running dictation can develop students' English skills, not only can practice writing skill, but also can practice other skills such as listening, reading, and speaking. It is like using only one technique but getting a chance to practice all four English skills. Why this technique is said to be multi-skill because in running dictation activities, there is one person who has to read a passage which when he reads, he has to remember and it can practice reading skills in English. Moreover, they said that they had been taught skimming and scanning briefly when learning to read the text in English. After reading the text, the runner must say the text that has been memorized to the writer. In this section, it can be said that the runner telling the text that has been read to the writer in clear speech, this can be called speaking practice. And then the writer must listen to what the runner has to say. The process when the writer listens to the runner can train him listen to the English vocabulary spoken by the runner. And the last part when the writer has heard the dictated word, he must write down what he hears properly. In this section, students also practice writing a text and they know how to write correct English vocabulary.

Students-4 said:

Besides writing, what I saw earlier was like an exercise in reading English texts because I rarely read English texts which I read seriously. Then I heard a friend dictating words in English too, so it is like a listening exercise.

Students-6 said:

In using running dictation, I can learn to read English sentences even though it was a bit difficult, then learn to write in English, learn to listen, and then I think I was also learning to try to speak in English when I dictated the sentences to my friends.

Based on the answers above, the students feel the benefits of reading, and listening. They think that using this technique not only practicing writing but also other skills as well. And Students 5 also said *“Another benefit is speaking, after we read it, we say and dictate to the person who wrote it, so we talk and dictate to him what we remember”*. This means running dictation is also useful for practicing speaking skills.

3. The challenges of using running dictation technique in writing

When the teacher applies or uses various techniques so that the learning process is not boring and students can learn with the latest techniques, there must be some students who complain or comment that some things from the latest technique are not suitable or there are some obstacles so that it becomes a challenge for them when doing it. Based on the results of interviews that the researcher conducted with several students, they also admitted that they experienced a few challenges when doing the running dictation technique.

As student-2 said:

I am a little troubled because of the long sentences in the text. Because it is so long, it is hard for me to spell the sentence. although it is allowed to spell word by word, it will take a long time to go back and forth. And I still dictate pretty long words to my friend even though it is a bit difficult.

The sentences provided when the running dictation activity takes place do use several long sentences in the form of paragraphs. However, the researcher saw that the vocabulary used in the paragraphs was still following their ability and basic knowledge of English or everyday words that they often hear and read in their textbooks. But of course, they must still get new vocabulary in a paragraph provided to enrich their English vocabulary. Moreover, because there are some new vocabularies that they know and will be difficult and will be a challenge for them to read and spell and memorize to be dictated to their friends who are in charge of writing. Things like this were also conveyed by student-5.

Student-5 also said:

For me, the obstacle in this activity is that it is difficult for me to spell the new vocabulary that I know but I have to be able to. So that when I dictate to my friends, they do not write wrong. I also asked miss how to read the new word, that way I know how to read correctly.

During observations in the classroom, the researcher noticed that the role of the teacher here is not only to control the students when the activity is going on but also helps the students when they encounter difficulties such as difficulty in spelling vocabulary that is hard to read and new to them.

Besides that, student-6 explained:

The challenge was when I used the running dictation technique, the class was very noisy, so it was difficult for me to focus on writing and dictating to my friends. Because I have to make a big sound so my friend can be heard. after that, when I took turns writing it was also hard to hear because the atmosphere in the class could not be quiet cause the others were also dictating to their friends.

An active class causes the class atmosphere to be noisy and crowded. As a result, the activities of students who have to run to read the text and dictate again make the class noisy and coupled with the voices of students who are too excited about this activity make they also make a fairly noisy voice. As stated by student-6 above, a noisy class can make it difficult for the students to focus on their respective assignments. However, this is the challenge for them, amidst the noisy class, they must try to focus on doing well.

Students-6 also said that:

Because English class is very short, this activity takes a lot of time and this class is not enough time. Because usually after we finish doing this activity, we are asked by the teacher to make one paragraph. then when we almost finished working on it, the recess bell rang and we had no other choice but to finish our work before we could be allowed out. Because the running dictation process is done in groups and takes a lot of time, so for an English class that has a short time, it will be a little difficult to catch up.

The statements above are answers about whether students find challenges when doing running dictation techniques or experience problems and obstacles when using them. Only 2 out of 6 students that the researcher interviewed said, they found challenges in this activity, the rest said that they had no problems at all when doing the running dictation technique.

B. Discussion

This section describes the research findings that the researcher obtains through observation and interviews. This research was conducted at SMKN 1 Al Mubarkeya where second-grade light vehicle engineering (Teknik Kendaraan Ringan) students are participants in this study. In teaching, teachers there use various techniques in teaching English, including one teacher who uses the running dictation technique. By this technique, the researcher wants to observe and interview students about the use of this technique for them. And based on the result of observation and data interview, the researcher elaborated the responses into several themes to answer the research questions.

1. Students' responses regarding the implementation of running dictation technique in writing

The first research question aims to find out how students respond to the application of running dictation techniques in students' writing skills. As a teacher, it is appropriate to use several techniques or in their way to teach students in a unique, fun way, but also able to hone students' abilities. As is the case with the running dictation technique, as stated by Andayani (2012) running dictation is a multi-skilled activity that potentially involves listening, writing, reading, and speaking. This technique is not only able to train one ability but four abilities at once. Therefore, this technique is important and valuable to apply because, in addition to being a fun and not boring technique, it is also able to practice and hone students' writing skills in English.

To see how students respond to the application of the running dictation technique in their English class, they were given several questions regarding the use of this technique. Based on the results of the interviews obtained, most of them said that they were happy and excited when the teacher taught using the running dictation technique in English lessons.

They said that usually, they are not active students in class, but with this technique, they are more active than usual in participating.

Making all students active in the classroom is one of the tasks and challenges for a teacher. Students who are active in class mean they are ready to take lessons with enthusiasm. If the teacher only teaches students in a monotonous way, students will not be interested in taking the class seriously. They will just be quiet, listen right, then do the assigned task. As said by student-5, they will feel bored studying in class if the teacher who teaches does not use techniques or some kind of game. These kinds of things reduce students' interest and motivation in learning. Therefore, using the running dictation technique applied by the teacher can make them active while studying English in classroom.

The statement above is also supported by several researchers conducted by Desi (2019) stating that running dictation technique in teaching students 'ability is very good. Because students are more active in participating in the teaching and learning process in class, so during the teaching process will be more fun and not boring. And Fitri (2019) also stated that "This technique is formed with a fun and active concept, where students not only sit, listen and pay attention to the teacher but they also participate and play an active role in running dictation activity".

Besides that, in addition to making students feel fun to learn and active in class. The students also responded by saying that they were interested in a cooperative relationship in a team where they read the text and dictated to their friends, and the writer had to write down what he heard. they said it was an exciting collaboration because all the members of the group worked. Other students also said that they rarely practice their English skills. But

with the use of this technique several times, they feel that their writing skills are getting better and better. Like when a student dictates a word, the writer already knows how to spell the word so he can write it well. From what the students said, we can see that this technique is very helpful and can practice students' writing skill. Students' writing skill can be better because of practice and before applying this technique, the teacher first teaches material about how to start writing correctly, then taught about the use of grammar and others or about teaching a text, where the teacher explains how the structures of the text. After that the teacher started using running dictation, using this technique regularly can make students remember how to write and how to structure correctly in writing.

However, based on the results of the interviews conducted with the students, we can conclude that the students gave a positive response to the use of running dictation technique in their English writing class. The responses of the students above are also supported by one of the studies, which owned by Muammar, Ikhsanuddin, and Urai (2020) said that "running dictation improved students' activeness and students' productivity in the classroom could activate students' discussion in the learning process, increase students' response in the learning process, and running dictation stimulated students to do exercises in the classroom, do the project well, and solve the problem". In addition, this can also be an idea or solution for teachers who want to use a fun, active but also effective way of teaching to practice students' writing skill by using running dictation.

2. The advantages of using running dictation technique in students' writing

The second research question aims to find out whether there are benefits to the application of running dictation technique. The technique not only makes the classroom atmosphere livelier and students are excited, but there are also many benefits that we can

take. One of them is the benefit of being able to write in English. There are many impacts of using running dictation according to students. The researcher has conducted interviews with the students to find out if there are benefits, they feel by using running dictation technique.

Based on an interview conducted with the students, the researcher knows the benefits of this technique for them. Some students said that one of the benefits of this technique was that it could practice their writing skill, they said that after using running dictation several times, they realized their writing skills had increase due to practice. And because of this technique, they are helped and trained which will enable them to understand how to write properly. The text that is usually given when doing this activity can be in the form of narrative text or description text or according to the material taught to them that day. This supported them to understand well the use of language structure or language order and others by providing text in the form of paragraphs as material in this activity. Of course, writing is not an easy thing, especially for a beginner like them, writing is one of the must-have English skills. But to be able to write, we must first learn grammar because it is a significant component. And also, the most important is the practice of writing over and over again. Without practice then we will not be able to hone our skills.

Several researchers also showed an increase in writing ability after applying this technique. Hadeel (2020) “There is a positive effect on using running dictation to improve the writing skills”. And Nurdianingsih and Rahmawati (2018) demonstrated that “The use of running dictation has a positive impact on writing skill because it improves students’ writing skill, memorization, creativity, and collaborative communication”.

Moreover, students also said that the benefit of this technique is that it increases new vocabulary. It is known that their knowledge of English vocabulary is very low, they have not mastered too much English vocabulary. However, based on the answer they gave, this technique was able to enrich their vocabulary. As stated by one student during the interview process who said that when he was read the text that was placed on the wall, he found a lot of new vocabulary that he never knew before. Other students also said the same thing, that they found a lot of new vocabulary in the text. And also, in every English class, they are required to bring a dictionary, so they said that after seeing new vocabulary they would easily find out the meaning because they brought their dictionary. This means, running dictation is not only useful for practicing students' writing skill but also adds a lot of new vocabulary for them and this vocabulary is also a very important part of writing.

The above statement is supported by a study belonging to Fatima (2014) demonstrated in her research, teachers consider teaching vocabulary through dictation as an educational technique and entertaining technique. And also, they can help students improve their vocabulary using running dictation technique. Vocabulary and dictation are therefore beneficial for students.

In addition, in the learning of course motivation becomes one of the important factors for students, motivation will encourage students to be more active in learning and easy to understand the material so that it is more effective if students' motivation increases then the students will be more enthusiastic about learning. It is the same as the running dictation technique, based on the results of interviews most students said that this technique motivated them to study English, especially writing better in the future. One of them also said that the reason he was motivated by this technique was that it was easy to use and also

made him feel comfortable because of this technique too, he realized that learning English is not as difficult as he thought. Therefore, he wants to learn English, especially writing better. Moreover, running dictation is a simple technique to be applied in the classroom, easy to do and easy to understand by students and does not require a lot of stuff and is cheap. The above statement is also supported by Merie and Heny (2018) who revealed that running dictation technique motivates and encourages students to participate actively during English class.

Besides, the students also said that with this technique they were able to practice their four English skills. For instance, practice reading, speaking, listening, and writing. Because there are activities of reading, dictating, listening, and writing. Therefore, the students also said that they could practice their English skills at the same time. They stated that apart from writing, they also practiced reading paragraph text. Other than that, others also said this technique was able to train their listening and speaking skills. The students' statements above, it proves that in addition to practicing their English writing skill, this technique can make them practice other English skills. For that reason, running dictation is valuable for teachers to apply in English classes. The above explanation is supported by Purnawati (2017) who also conducted research related to running dictation and said that running dictation is a lively activity that practices reading, speaking, remembering, listening, and writing. And also supported by researcher belonging Opik (2019) stated that a running dictation commands students to get up from their seats and do exercises that includes reading, speaking, listening, writing, and kinesthetic. This means that the use of running dictation is indeed effective in making students practice the four English skills.

3. The challenges of using running dictation technique

The third research question aims to find out the challenges faced by students in using running dictation technique. In a technique that is taught by the teacher, of course, there are challenges or obstacles faced by some students. Including when teachers teach using running dictation as a technique. Some students are suitable and not suitable for doing an activity. Students who are not suitable and have problems with the activity, will show an unmotivated response and will be seen doing activities carelessly and feel confused. But in contrast to students who are suitable and do not experience problems with an activity, they will be very enthusiastic about doing it with full energy and just having fun.

And based on observation during the teaching and learning process, the researcher saw that there were students who looked so enthusiastic and some that looked ordinary. But students who look so enthusiastic are more dominant. Moreover, after the interview was conducted, some students spoke about the challenges they faced. They said that the challenge is that they find it difficult to spell the text correctly. However, they still try to read it correctly by asking the teacher so that the sentence they dictate is not written wrong even though this takes a little longer. Then another student said that the class was very noisy when this activity was carried out. It will be very difficult to focus on reading and remembering them and also, they require great effort to dictate in a louder voice so that the writer can listen.

This is due to the activities of other students who are also reading the text in a loud voice and dictating in a much larger voice and caused by students who are too excited so they also make sounds even though they are waiting for their turn to do tasks such as running, reading text, dictating and turn to write. That was the reason why the class

became so noisy during this activity. After conducting the interview, it was the statement above that became a challenge for the students in doing this activity. The rest, some of the other students, said that they did not have any problems carrying out running dictation technique.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the explore of this study, the researcher concludes students' responses regarding the implementation of running dictation technique in writing. All students interviewed gave a positive response to the use of running dictation technique in practicing writing skills. It is proved by the answers of the students who said that they were happy and excited about using the running dictation. The students felt enthusiastic and said they had a good time doing this activity. With the use of this technique, most of them agreed that this technique is a technique where they do not feel bored during the learning process, increases their enthusiasm, there is good cooperate with their respective group members and help each other and they can express themselves through this technique. The students received this running dictation technique well. They become interested after using this technique in English class, it also encourages students to be more active and enthusiastic in learning to write in English. And In addition to the excitement felt by students, this technique also helps them to practice writing. They even said that running dictation is very suitable to be applied in class.

There are several advantages of applying dictation techniques in English class. The following are some of the advantages of applying dictation techniques in English class; Students are active during the learning process. It can improve students' writing ability. This activity trains them to increase their writing memorization. Using running dictation technique can increase students' vocabulary. It can practice writing well and structure. Using running dictation can improve students' motivation to learn English. Involve students in

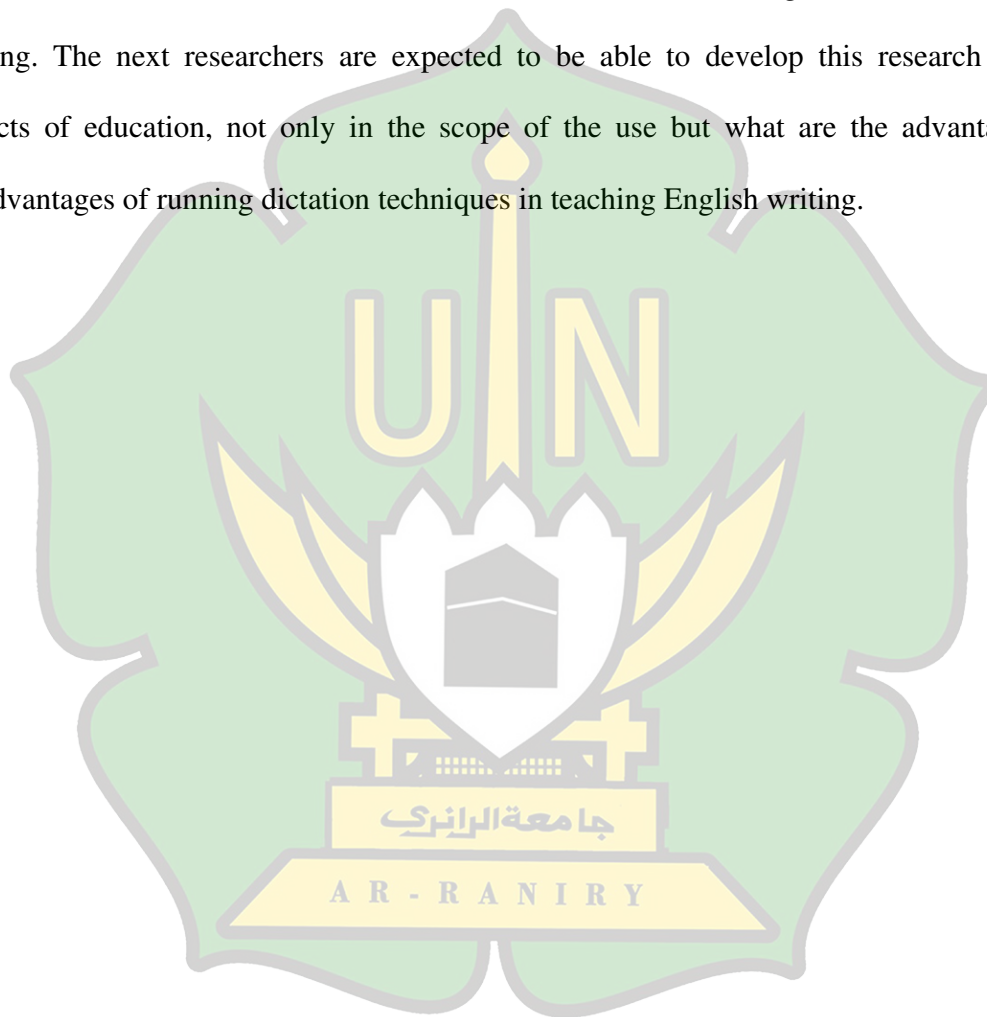
working well together. And running dictation can develop students' English skills, not only practicing writing skills, but also can practice other skills such as listening, reading, and speaking.

There are several challenges faced by the students. Only a few students experienced obstacles that became a challenge for them. The other students did not find any challenges or experienced any obstacles in carrying out running dictation activities. The obstacle experienced by some students is that they find it difficult to spell vocabulary that is difficult for them. And also, the difficult vocabulary they have to spell is the vocabulary they have just encountered. Then another obstacle faced by some students is that they are a bit difficult to concentrate, especially when reading texts because of the noisy class condition. This noisy class makes it difficult for students read and remember texts to be dictated to by the writer. Therefore, doing this activity takes a long time. Students also complain about the long implementation of activities while their English class hours are very short.

B. Recommendations

Based on the result of this study, the researcher provides recommendations directed to the teacher, students, and other researchers. English teachers can use simple and fun techniques such as running dictation in their teaching and learning process to keep students interested, motivated, have fun, practice, and improve students' abilities. In addition, the teacher must first know what the students need and what still lack in learning. What techniques and methods are suitable to be applied in the class according to their needs. Which will help them and be useful to them in the future.

Moreover, Students have to study hard and have to practice a lot. Do not just at school, they can learn and practice at home if they have free time. That way, your time will be more useful. Then the students also have to be active and more creative to get good writing. And to further researchers to research other activities related to running dictation techniques in writing. The next researchers are expected to be able to develop this research in other aspects of education, not only in the scope of the use but what are the advantages and disadvantages of running dictation techniques in teaching English writing.



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APPENDIXES

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY	
Nomor : B-5873/UN.08/FTK/KP.07.6/05/2022	
TENTANG	
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY	
DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY	
Menimbang	: a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
Mengingat	: 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum; 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
Memperhatikan	: Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022
Menetapkan PERTAMA	: <p style="text-align: center;">MEMUTUSKAN</p> Menunjuk Saudara: 1. Dr. Habiburrahim, M. Co, MS 2. Azizah, S. Ag, M. Pd Untuk membimbing Skripsi : Nama : Milda Az Zahra NIM : 180203243 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Improving Student's Writing Skill by Using Running Dictation Technique Sebagai Pembimbing Pertama Sebagai Pembimbing Kedua
KEDUA	: Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP.DIPA 025 04 2 423925/2022, tanggal 17 November 2021.
KETIGA	: Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
KEEMPAT	: Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.
Ditetapkan di: Banda Aceh Pada Tanggal: 12 Mei 2022 Dekan,	
 Muslim Razali	
Tembusan	: 1. Rektor UIN Ar-Raniry (sebagai laporan); 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan; 3. Pembimbing yang bersangkutan untuk dimaklumi dan dikonsultasikan; 4. Mahasiswa yang bersangkutan; 5. Arsip.



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Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar
2. Kepala SMKN 01 Al Mubarkeya

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Milda Az-Zahra / 180203243**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Kp. Mulia Kec. Kuta Alam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Analyzing Student's Writing Skill by Using Running Dictation Technique**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 September 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

A R - R



Berlaku sampai : 19 Oktober
2022

Habiburrahim, M.Com., M.S., Ph.D.

INTERVIEW PROTOCOL

Project: Analyzing Students' Writing Skills by using Running Dictation Technique

Time of Interview :-

Date :-

Place :-

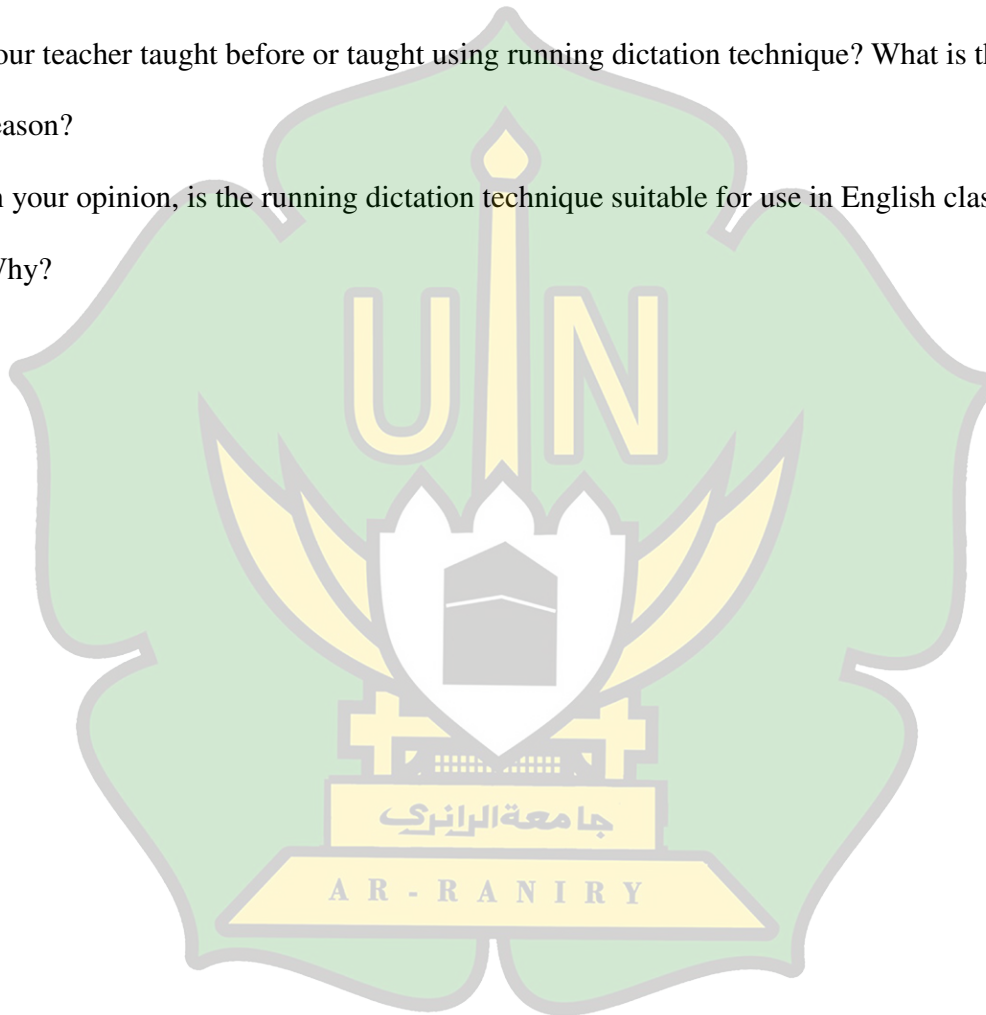
Interviewer : **Milda Az-Zahra**

This research study is about analyzing student's writing skills by using running dictation technique. The aims of the study to find out whether the implementation of using running dictation technique improves the student's writing skills. The data collected through interview which is recorded and only used for the research purpose to protect the correspondents confidentially based on the information consent. The interview took about 8-10 minutes.

Questions:

1. Do you think English is important? What is the reason?
2. What do you think about the use of running dictation technique in English class?
3. In your opinion, is the use of this technique more effective in helping students improve their writing skills?
4. Did the running dictation technique used in teaching English make you interested in learning English, especially writing? What is the reason?
5. How is the implementation of the running dictation technique in English class?
6. Does using the running dictation technique improve your writing skills in English? What is the reason?
7. Does applying this technique make you excited while learning English? Give the reason!

8. What are the benefits of applying the running dictation technique in improving students' writing skills?
9. What are the challenges and obstacles in using running dictation technique in writing class?
10. Which way made you more interested in learning English, especially writing, the way your teacher taught before or taught using running dictation technique? What is the reason?
11. In your opinion, is the running dictation technique suitable for use in English class? Why?



AUTOBIOGRAPHY

Personal Identity

Name : Milda Az-Zahra
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