THE USE OF RUNNING DICTATION IN TEACHING

WRITING AT SMP NEGERI 8 DOOM

RESEARCH

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THESIS

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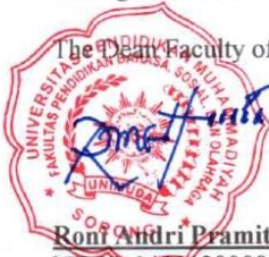NIDN: 1404029501

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I hereby affirm that this thesis does not contain any work previously submitted for the attainment of a bachelor's degree at any university. Additionally, to the best of my knowledge, no work or opinions authored by me have been published by others, except for those explicitly referenced in this manuscript and listed in the bibliography.

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MOTTO AND DEDICATION

MOTTO

Empowering Minds, Crafting Words: Unleashing Creativity Through Running Dictation in Writing Education at SMP Negeri 8 Doom.

DEDICATION

With sincere gratitude and heartfelt appreciation, I dedicate this thesis to my beloved parents,

Dad and Mom,

Thank you immensely for your prayers, support, and boundless love throughout the journey of this research. Each step of mine is measured by the spirit and wisdom that you have instilled in every piece of advice and embrace. This thesis is not only a reflection of my research but also the result of the care, sacrifices, and inspiration that you have provided.

Thank you for being the pillars of strength in every challenge and failure. I dedicate this dedication as an expression of the utmost gratitude for your extraordinary role in shaping me into a better person.

ABSTRACT

This research aims to evaluate the influence of the Running Dictation strategy on the writing comprehension of eighth-grade students at SMP Negeri 8 Doom. The research design employs a pre-experimental method with one group as the sample. Data collection instruments consist of pre-tests and post-tests, measuring students' writing abilities before and after the implementation of Running Dictation. The results of statistical analysis using Independent Sample T-Test indicate a significant impact of Running Dictation on students' writing comprehension (t = 0.001, p < 0.05). The findings of this research reveal a significant improvement in the experimental group, evidenced by the difference in scores between pre-tests and post-tests. This substantiates that Running Dictation can be an effective alternative learning strategy to enhance students' writing comprehension. The implications of this research contribute to the development of writing teaching methods at the secondary school level.

Keywords: Running Dictation, Writing Comprehension, Learning Strategy, SMP Negeri 8 Doom.

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5. Fellow students and colleagues who have provided support, encouragement, and collaboration during the academic period.

This research aims to explore the understanding of RUNNING DICTATION IN TEACHING WRITING at SMP NEGERI 8 DOOM.

In conclusion, may this thesis provide benefits and serve as a useful reference for readers and relevant parties. The researcher acknowledges that this thesis is far from perfect; hence, constructive criticism and suggestions are highly anticipated for improvement in the future.

Wassalamu'alaikum Wr. Wb.

Sorong, 06th 2023

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CHAPTER I

INTRODUCTION

1.1 Background of Research

Aini, Aldila arin (2015). One of four English skills besides listening, speaking, and reading is writing. Writing is about expressing our ideas into sentence or paragraph. However, it needs ability to express those ideas. In writing our ideas, we need sentence patterns, such as, simple present tense, simple past tense, passive voice, and we also must use correct punctuation, such as using capital letter in the first sentence then using full stop in the and of sentence, using commas when we mention much kind of things.

Broadman and frydenberg {2002: 11} states, "Good writers think, plan, write a draft, think, and rewrite until they are satisfied". They also and that writing is a cotinous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft.

That is why writing might be considered as the most difficult skill for the students in every grade because there are many steps in wring process and students have to find their ideas to start their product; think about what to write, how to elaborate it, then arrange those ideas into some phrases to become a good writing project.

Cimcoz [1999: 1] states, "Students have not been tough to make their ideas flow on paper. They do not know how to write, lost begining when they

cannot find the right words, fear criticism and want to avoid the emotional turmoil experienced when faced with a topic and a blank piece of paper."

If the students always write what they want to write without the teacher asks them, their writing skill will improve well. So writing is also about a habit. We can differentiate between student who love writing and they do not. The students we love writing can make some paragraphs of a text well. Their sentences grammatical error, their sentence are not accurate, and they just can make at least one two paragraphs.

However, in teaching writing to students, teachers must be obtimistic that students can improve their writing ability if each students has a will to study and try to write and it must be continuously. Therefore, teachers have to do an interesting teaching learning process in class to get attention from their students and give motivation to write.

Brown { 2001: 334} states that learning in just like learning swim. Learning to swim can only be practiced if there is a body of water available and usually only if someone teaches too. People learn writing if they are member of a literate society and usually only if someone teaches too. If someone wants to be able to swim, he cannot just master the theories to swim, but he has to get into the water to practice and apply the theories on ourselves. Same in writing, if someone wants to make a good writing, he cannot just focus on the theories, but instead he must plunge into the real writing world where he would practically involved in writing.

From the statement above, in the context of educational level, we can see the importance of teaching writing. Since writing is such a must in education, a

form of communication and a necessary in teaching and learning process, so I try to use an interesting technique to improve students 'writing skill. The technique is colled " Running Dictation". from this technique students will be motivated to write so that they can show their abilities or talents in a written work such as short stories, poetry and others.

Though the in know that the researcher did real. The resume to interview with some students. They said that they felt lazy and less motivated to learn writing. Besides, they felt bored with the method that was used by the English teacher in teaching writing so they did not interested to learn about writing. In addition, the writer also interviewed the English teacher that she said the students did not have ideas on their mind they want to write.

Running Dictation is a type of dictation. Running dictation is a short dictation text typed in a large font post on the wall outside the classroom. Student work in pairs or groups.it means that running dictation as an appropriate technique in teaching learning writing. In addition. By using running dictation all of the student worked in a group and they worked with each group members to finish their task. Start from the beginning until the last in teaching-learning writing process and all of the students.

1.2. Formulation of Research Problem

1. Can the use of dictation A effective to word the student' writing skills of the eight grade at SMP Negeri Doom ?

1.3. Objective of study

Based on the background above, the objective of the research use to find out whether or not dictation technique in writing skills of the eight Grade at SMP Negeri Doom.

1.4. The Significances of Study

The expected benefit of this research are:

1. For the students, writing descriptive text using running dictation technique will be hopefully influence their responses toward English lesson especially in writing descriptive text.

2. The result of this study will contribute effective technique of learning English at the high school level and quality development efforts.

3. For the writer, by conducting this study, The researcher can practice using running dictation to teach writing.

4. For the readers, it will be a good reference for readers who concern about modern technique in teaching writing,

1.5 Operational Definition

a. Dictation is a process of the teacher reading text fill in the blank that consist or one or two word about descriptive, the students listen about it, the teacher repeat about text, and the students write down in fill in the blank about the text descriptive that the teacher said.

b. Writing skill is a process of the students write down filling the blank that consist of one or two word about descriptive text that the teacher said. The

student can write down the text on the paper. After it, student give the text to the teacher,

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Description

1. General concept of Writing

a. Definition of Writing

Nunan (2003): 88)stated that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by people. Indicates that the writers are demanded to show the though and organize them into a good composition. In addition ,writing presents the writer's concept in understanding an issue which is show to the public. It requires the integration of idea systematically written.

Writing is considered as an active creation of text involves on the one hand lower-order transcription skills such as handwriting, punctuation and spelling, and on the other hand, higher-order self-regulated thinking processes such as planning sequencing and expressing the content (Berniaher at al,2002). It requires the writer to express the content of writing into a good composition by considering the aspects of writing to be understood by the readers.

According Arndt (2013) in, writing isa thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meanings.it means that

writing consist of some stage that should be done by done by the writer in covering the message of writing.

1.2 Steps of writing

Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are:

1. Assesing the assignment

Every college or university class is going to have writing assignment with different purpose, so the first step in the writing process is to understand exactly that the professor wants on a particular assignment. Another important is to know the source of information. The source of information should be ideas, knowledge, and thoughts.

2. Generating ideas

The purpose of this step is to think a certain topic and generate as many ideas as possible. There are many ways to do this; two of the most effective are brainstorming and free writing

a) Brain stroming

The purpose of brainstorming is to think about and write down a lot of ideas. It can be done individually or in groups. And it is important to note all the ideas. This is not the time to evaluate how to good or bad they are.

b) Free writing

Free writing is similar to brainstorming. It is started with a word or a phrase the and write down anything that is related to the topic. The most important aspect of free writing is not allow stopping writing.

3. Organizing ideas

Two methods to organize are topic outline and tree diagrams.

a) Topic outline

One way to organize ideas is to outline the points. To write a topic online we firs have to decide what the main idea of the paragraph is. We should write that ideas as a sentence or just a few words on the top of paper. All we need are few word that will help us remember what is going to write. Like brainstorming and free writing, an outline is just for us, not for anybody else.

b) Tree diagram

Some people prefer amore visual kind of outline format called tree diagram. It start with the main idea and then make branches to point that support the ideas.

4. Writing a first draft

Once we have our ideas generated and an organizational pattern to follow, we can write our first draft. Good writers should make sure to read their writing carefully in order to make changes and corrections before they consider it finished.

5. Rewriting

Rewriting is the one of the steps in writing process that is very crucial because is has been constructed by all aspects of writing such as ideas, vocabulary, punctuation, grammar, style and quality of expression in a completing paragraph. Rewriting consists of two separate processes: revising and editing.

a) Revising

Revising of the first part of the free writing. We may start revising as soon as we finish writing or, better yet, set our paragraph aside for a while and go back to it later.

b) Editing

The other aspect of free writing is editing. when we edit, we check to make sure the spelling, capitalization, punctuation, vocabulary, and grammar are correct. Editing is somewhat mechanical because we are basically following rules. Becoming a better writer is a process of combining these two aspects of rewriting in order to best communicate what we want the readers to understand.

6. Writing the final draft

Writing the final draft is the last step in writing process. Keep in mind that any of the steps can be repeated at any time. Do not forget to write our final draft using paragraph format. Be sure to add a little. Student have to apply the six steps of writing to get a better product in writing. The six steps of writing above help students and the other writers to write well because those steps are started from collecting ideas to create the ideas become paragraphs.

2.3 Type of writing

Type of writing activities to perform writing should be based on the students' level and capacity. According to **Brown (2001:343)** there are five major categories of classroom writing performance:

1. Imitative, or writing down

   This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

2. Intensive, or controlled

   This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much creativity on   the part of the writer. A controlled writing is to present in which the students have to alter a given structure through out.

3. Self-writing

   The most salient of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

4. Display writing

   For all language students, shorts answer exercise, easy examination and research reports involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing technique.

5. Real writing

   Some writing classroom writing aims at the genuine communication of message to an audience in need of those message.

   According to the theories above, the researcher choose one type that is imitative or writing down type appropriated with students' knowledge about writing skills.

2.4 Characteristics of a good writing

The purpose of writing is to make a good writing text. Andelstein and pival (2010) define the characteristics of a good writing as follows:

a. **Good writing Is interesting**. its is true regardless of whether it is designed to amuse, inform, or persuade the reader. Writers generally stimulate interest by presenting some knowledge of insight that is new and important to readers. To do so, writers need not be expers, but they should avoid telling readers what is obvious or already knows.

b. **Good writing is clear**. It contains no unnecessary words, phrases, or sentences; consequently, readers will not feel their time is wasted.

c. **Good writing is affective.** it conveys a message to readers in such a way that it will achieve the effect that the writers intended. To achieve this objective, writers must choose wisely the words, sentences, and paragraph structures that will best communication with their readers. So that readers will not be distracted from the message, good writers also follows the accepted conventions of spelling, punctuation, capitalization, and so on.

2.5 Definition of the descriptive text

Descriptive 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 a description of the person, description of the place and description of the thing which is seen by the written in detail.

Oshiima and Hogue argue, Description is writing about how something or someone looks and uses space order." It means that when we describe something with its characteristics and some appearances of this thing. We are writing a descriptive text. Meanwhile, the description used to describe a person, place and animal have a specific appearance .for instance, in writing descriptive text, we have to use spatial orders such as then, in front of, and others that used to support our writing.

Besides of that, Mayers stated that, [2005]"a descriptive is a useful tool in many kinds of writing. A descriptive allows the readers to see, to hear, or even to feel the subject metter clearly." It can be concluded that using the description, the readers could fell deeplay about what they are reading is.

In describing something, the writer forced to have an ability in using their writing skill to describe something to the readers in their text. It need because one of the descriptive writing purposes is to give description clearly to the readers.

For all those perceptions, it can be concluded that writing description also has several requirements should have been in the descriptive writing. It is important to use a spatial order caused by the readers' need to understand the text. Descriptive writing should give some stated ideas through its content. However, before writing, especially writing about a description of something, the writer should decide the purpose of writing so that the readers can effectively get information from the text written.

2.6 The generic structure of descriptive text

Generic structures are the special characteristic of language in the text. There are probably two of generic structure in descriptive text, they are.

1. Identification

It is part of the paragraph introduces or identifies the character to be described. It called the general description of the subject. Usually, it contains the object's name; kind of the object.

2. Description

It is part of paragraph describes parts, qualities, characteristics.

2.7 The language features of descriptive text, they are.

a. Proper Nouns

b. Simple Present Tense

c. Adjectives

d. Thinking and Feeling Verb

e. Action Verb

2.8. The purpose of descriptive text

All kinds of text naturally have their own purpose of writing. Including the descriptive text, it also carries out its writer's purpose to deliver to the leaders.

According to pharr and Buscemi, [2005] a writer composes a descriptive text as a compelling strategy to direct the readers perception towards the object he or she intends to describe. Through the sensory language feature in it, he or she can take control of the way the readers think about the object.

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

1. To entertain

Example: an a amusing description of a teenager's bedroom

2. To express felling

   Example: A description of your favorite outdoor retread so your reader understand why you enjoy it so much.

3. To relate experience

   Example: a description of your childhood home to convey a sense of the poverty you grew up in.

4. To inform (to create a reader unfamiliar with the subject)

   Example: a description of a newborn calf for a reader who has never seen one.

5. To inform (to create a fresh appreciation for the familiar)

   Example: A description of an apple to help the reader rediscover the joys of simple fruit.

   Imn sun up, the writer concludes that the purpose of the descriptive text is to describe a particular thing to effect the readers thought about it.

2.9 Running dictation technique

In running dictation technique discusses the concept of dictation, the definition of running dictation, the procedure of running dictation, advantages, and disadvantages of running dictation.

a. Concept of dictation

Dictation is an activity to write done something that someone says or reads out as it is said ear or immediately after it is said. **Jain (2008).** Adds that dictation is a good training to ear and as motor training to the students. Dictation is an activity teaching that helps leaners develop phonological as a good activity for the -learning process, especially in awareness and phonics skill, listening

skill, and writing skills. Its means that, dictation writing. For the students, dictation can be improved their skills such as listening and writing because dictation is an activity to write down after someone says or read something.

b. According to patel in jain, there many advantages of dictation.

1. It trains students to reproduce in writing what they listen.

2. It gives good aural practice to the student. It develops the habit of listening attentively to students.

3. It enables students to understand the part of each sentence and word phrases.

4. It enables students to write at good reasonably speed.

5. It enables students to understand spelling and punctuation.

6. It enables students to write to use capital letters.

7. It enables students to develop the habit of listening spoken language and getting used to the sound of the system of the English language.

c. Definition of running dictation

Many teaching strategies have been contributed by teacher and professionals to improve the student's ability in comprehending English text. Every teaching strategy that has a variety of purposes. This research tends to use running dictation strategy that has a purpose student's writing on descriptive text. Running dictation is a technique by run to a text, and then telling the message directly to the partner.

Running dictation is a type of dictation. According to Wan chai, running dictation is an activity for pupils who enjoy moving around and working in teams. They have to read and memorize a short text, tell the

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phrase/sentences to the other group member who will write down the text. Running dictation is colled wall dictation since a short printed text is usually posted on the wall.

Based on explanation, the writer concludes running dictation is an activity that the students work in pairs, they have to read and memorize a short text and the sentences to the other member of the group who will write down the text.

Running dictation is a short dictation text typed in a large font is pasted on the wall outside the classroom. Students work in pairs or small groups. One leaner is the writer and the other is the runner who goes memorizes a short sentence, returns to the writer and retells it. Running dictation is an integrative learning activity that involves listening, speaking, reading and writing.

Based on the explanation above, the writer makes draw a conclusion that running dictation is an activity to dictate the sentence that the learners work in groups or pairs. There are runner and the writer. the runner must read and memorize a short sentence and the writer must writer down what they have heard from their member group.

There are many kinds of procedures based on the learned needs. Therefore, the students attracted to follow the leason. They have fun. It can be useful for introducing a new topic or theme for them.

d. Procedures of teaching writing through Running Dictation

Running dictation is one type of technique to teach writing correctly. running dictation, students work in a group. According to nation (2009:26) teaching procedure used by the teacher in teaching writing by using running dictation technique as follows:

1. Devide the student into six groups. Each group decides who will be the runner and writer alternately

2. Put the copies of the text on the classroom wall.

3. Explain the procedures 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 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.

e. Previous Study

There are some researchers have investigated about Running dictation. They are:

a. Prihantoro and Hidayat, (2019). This research is a class action research (CAR) using the Kemmis and MC Taggart model which consists of 4 stages, namely planning is everything that is prepared to be carried out at the action stage.

b. The action stage is carried out simultaneously with the observation stage. The data resulting from this observation will be analyzed and this analysis activity is commonly referred to as the reflection stage.

This study aims to describe whether the use of running dictation can increase the activity and results of learning English for Grade IV students. This research took place in October 2019. The subjects of this research were 20 class VIII e students at Mautenda stated middle school. Data collection technique are carried out by means of observation, tests,

and documentation. Data were analyzed by means of descriptive qualitative and qualitative.

Agusno Sumatri (2022). The purpose of this study was to describe the use of running dictation in learning to speak English in junior high school (SMP) IN Bengkayang Regency, west Kalimantan. This classroom action research involved 33 junior high school students, 1 colleague as a collaborator during the application of the running dictation method. Data was collected through direct observation, where the researcher acted as a teacher.

In addition, speaking tests were also applied to measure students ability to express five simple sentences. The results of the observations were analyzed thematically {qualitatively} and the recordings of the speaking test were analyzed in 4 categories. Based on the results of observational data analysis, it was fount that students were motivated in learning to use running dictation, as seen in their engagement in the class both with their own group and the group as a whole.

In addition, the result of the analysis of the speaking test {quantitavely} improved in the second cycle, 71% of students had reached the KKM. Thus, it can be said that running dictation is effective in learning to speak English at the secondary school level.

a. Nurul Aini {2017}. Referring to preliminary research, it was found that students of eleventh grade at State Senior High School 11 Pekanbaru got difficulties on their ability in writing descriptive texts. Some of the students were difficult to identify generic structure of descriptive texts.

Then, this research was aimed to find out the effect of running dictation Strategy on students' ability in writing descriptive texts. This research was Experimental Research. The design was quasi-experimental research.

Thus, this research used experimental and control groups. The writer formulated the problems that have been answered by using quantitative research. The subject of the research was the eleventh grade students at state Senior High School 11 pekanbaru. The object of this research was effect of Running Dictation strategy on students ability in writing descriptive texts.

The samples of the research were taken by using cluster random sampling. The data were collected by using test and analyzed with SPSS version 16 and independent sample t-test. The result of this research was: first, students who thought using Running Dictation strategy class had better on their ability than students taught without using Running Dictation strategy.

The result could be seen from the mean of post test score' students in experimental class 75.13 is higher than control class, 65.22. then, it could concluded, Ho was rejected and Ha was accepted. Second, Running Dictation strategy gave large effect on students' writing ability in writing descriptive texts. From the research finding, it was concluded that teaching writing by using Running Dictation strategy gave large effect on students' ability in writing descriptive texts of the eleventh grade at State Senior High School 11 Pekanbaru.

So, based on the previous of the study above, the researcher have a different research. This research had the object at the eighth grade of SMP N 8 Doom. The researcher wants to see whether the researcher uses the Running Dictation technique to be effective in students' writing skills and students' interest. Such as whether students enjoy learning to write or not through the Running Dictation method.

2.10 This research in cludes guatitative research by using running dictation in teaching writing. This research focuses on determine students' abilities in writing descriptive teks in class.

Theoritical Frame Work Of This Research

| Early condition	The Problem ➢ Student donot write sentence correcly ➢ Student are very passive in writing class	The cause of the problem ➢ Theacher teach writing comprehension using coventional ➢ The teacher does not make the class interactive in teaching ➢ Low enthusiasm of students in learrning english
Treatment	Researchers use Running Dietation in theaching writing	➢ Student atract and pay attention to the teacher ➢ Student are active in the process of understading writing
Final Condition	Running dictation has an influence on students'understading of writing	➢ Student can understand the text well ➢ Student can convey messages in group well ➢ Student can write messages conveyed in groups well

CHAPTER III

RESEARCH METHODS

The chapter presents the research method. It consists of research design, population, sample, and sampling variable data, data collecting technique and instruments, and of data analysis.

3.1 Research Design

The design of this research was concluded pre-experimental design. There are two variables in this research. The first is running dictation (**X**) and the second is writing ability(**Y**).

In this research, the researcher involved one groups as sample. The one group pretest and posttest design, according to Syamsuddin and Damayanti (2011). The research design is described as follows:

Tablel 1

O	X	O
Pre-test	*Treatment*	*Post-test*

(independent variable)   **(dependent variable)**
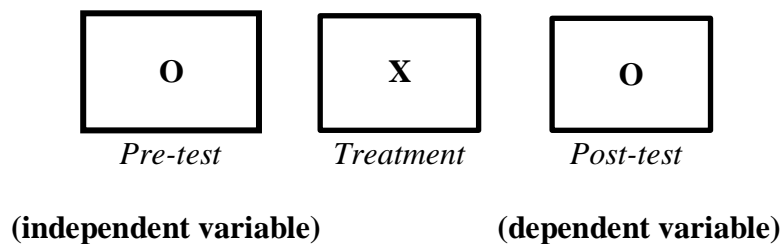
In this research, the procedures of the one Group [pretest-posttest] design are:

1. Administering a pre-test measuring writing eight grade student at SMP N 8 DOOM

2. Applying the experimental treatment X to the subjects that is running dictation.

3. Administering a post-test measuring writing comprehension od eight grade students at SMP N 8 DOOM.

This research was intended to investigate the effectiveness of Running dictation in teaching writing of the eight grade students of SMP NEGERI 8 DOOM in the academic year 2022-2023. The research aims to found out known that the running dictation is effective or not in teaching writing.

3.2 Variables the Research.

According to Arikunto (2010).variables are research objects or what are the points of attention of a study. There are two variables in this research, which are independent variable and dependent variables. Both variables are identified in research as follows:

1. Independent variables is variables that influence the other variables. In this research, the independent variables was running dictation .

2. Dependent variables is the variables that can be influenced. In this research, the dependent variables was teaching writing.

3.3 Time and Place of the research

1. Time of the research

2. Place of the research

The place of this research was conducted at XII grade of SMP NEGERI 8 DOOM, Jln Patimura Distrik Sorong kepulauan.

3.4. Sample and population

1. Population

Population is a large group and the area that is the scope of research, Sukmadinata (2013). According to sugiyono (2011) population is a generalization is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by research to be studied and withdrawn in conclusion.

Table 3.1.population data of class XII at SMP N 8 DOOM

Class	Man	Woman	Total
VIII	3	7	10

The population of this research is eight grade, in which the total of class were one classes and the total them are 15 students.

3.5. Sample

Sample are part of the number and characteristics owned by the population, Sugiyono (2011). According to Sukmadinata (2013) sample is a small group that is in real scrutinized and drawn conclusion from the population. This technique sample of this research use purposive sampling. Purpose sampling was a technique to determine sample with a particular.

The sample of this research was eight grade at SMP N 8 DOOM, in which the total students are 10 students. The man is 4, and woman is 6.

3.6 Data Collection

In this research, the writer was use test to collect the data. The test was used to found out the students writing in understand the text. In collecting data for this research, the writing was use test as the instrument. The test was divided into two types:

1. **Pre-test**

    Pre-test was given to the students in the experimental class. This test was used to know the early background of students in writing through this research questionnaire.

2. **Pos-test**

    Pos-test was given the students after gave the treatment of the experimental class. The post-test is conducted in order to know the development of students writing after practicing running dictation technique. So here is a researcher question that I gave to find out their writing ability after they practice walking dictation.

3.7. Instruments

The researcher also provided a piece of a questionnaire which was expected to measure students' interest using Dictation method when the students were dealing with writing test. The researcher felt that students' interest would be a major factor that determines the effectiveness of the method. Consequently, it was important to gain their interest in using Dictation method which is considered as difficult enough for some. The questionnaire consists of 20 statement. This questionnaire was only given to the experimental group in the last meeting (after posttest).

3.8. Technique of Data Analisis

After collecting the data, the researcher analyzes the data. The researcher was collected data and processed the answer in problem application. The procedure process analysis the data as follows:

a. **Scoring the students answer the questions**

The researcher was given a teaching writing test using the questionnaire of 20 statement, the correct answer on the questionnaire was given5 while the wrong answer was given 0 and by using the formula: $S = \quad \times 100$

Where: S = Score

R = The number of correct answer

N = The number of question

Table 3.2 The table of classification teaching writing.

Score interval	Category
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very poor

b. **Questionnaire**

After giving the treatment, the researcher given the questionnaire. It was used to investigated the students "interest toward the use Dictation method in learning writing. This study used a closed-ended questionnaire with 20 question.

The questionnaire was given to the students by using Likert scale. It aimed at asking the sample to respond to a series of statement by indicating whether one

Very often (A), very (B), often enough (C), sometimes (D), never (E)

Each response was associated with a point value and an individual's score was determined by summing the point values for each statement. the point were values assigned to response to the positive statements. For the negative statements, the values will be reversed. A=5, B=4, C=3,D=2, and E=1. For positive statement. for negative statements, the points values were reserved.

Table 3.3.Likert scale

No	Positive statements score	category	Negative statement score
	5	Very often	1
	4	Very	2
	3	Often enough	3
	2	Sometimes	4
	1	never	5

(Sugiono,2008:135)

To interpret the students' interest the researcher used classification system the quesionnaired employs 5 categories and the rating score ranged from20 to 100 in determining the level of student's interest. The interval rating score of the student's responses can be shown in the table as follow:

c. Definition of learning interest

Interest in learning is important for students to want to do activities in learning. Interest in learning consists of syllables, namely min and learn according to Djaali (2013) interest is a feeling of writing to know, learn, admire or have something a students should have an interest that arises from within on self to learn learning is something that occurs naturally to gain knowledge or skills through teaching and learning activities (pritchart,2014: 1)

Students who have an interest learning will be more eager to learn According to Lee al (2011) interest in the learning is a personal preference related to learning, which means that individuals prioritize one thing over other things. Interest in learning is related to effective function and knowledge that will generate strengths such as positive feeling towards a sense of bondage, fascination and increase.

CHAPTER IV

RESEARCH RESULT

4.1. The Description of Data

In this chapter, the writer presented the result of the research. As mentioned before, the sample of this research is class VIII B, in this class the research uses a running dictation strategy in the learning process, the researcher uses test (pre-test and post-test as data collection instrument, the test consists of a writing test of 10 sentences carried one in a running dictation game. The results of the pre-test and post-test are the data analysed in this chapter

4.1.1. The Result

The collected data from the result of pre-test and post-test in control VIII B Had been obtained as in the following table:

Table 4

The score of Pre-Test and Pos-Test in the VIII B (Control class)

No	Students	Pre-test	Classification	Post-test	Classification
1	Dela febrianti	50	Enough	70	Good
2	Hardino	55	Enough	70	Good
3	Irmadamayati	60	Enough	60	Enough
4	Iksar alfarisi	65	Enough	65	Enough
5	Saskia	60	Less	70	Good
6	Samuel.s	75	Good	70	Good
7	Wahyu	80	Good	70	Good
8	Paulince	70	Less	70	Good
9	Hardiani	60	Enough	90	Good
10	Nuurwahida	75	Less	70	Good

Based on the table 4, there are 10 students who were used as samples in this research class. The researchers used tests with conventional method treatment. Based on the table above, it can be concluded using the frequency and percentage formulas in the following table.

Table 5.

Frequency and percentages score pre-test and post-Test in Class VIII B

(Control class)

No	Score	Clarification	Pre-test		Pos-Test	
			Frequency	Percentage	Frequency	Percentage (%)
1	80 - 100	Very Good	1	18,1%	1	45.4%
2	66 - 79	Good	1	18,1%	6	55.5%
3	56 - 69	Enough	5	45,4%	3	9.1%
4	40 - 55	Less	3	27,3%	0	0%
5	30 -39	Fail	0	0%	0	0 %
			10	100%	10	100%

Based on clarification by Arikunto (2009 : 245), this data show that the result of post-test in good progress. There is 40.3% increase in "good" clarification,18.1% reduction in "enough" clarification because some students score in "enough' clarification became in "good" clarification. Then, there is 18.2% reduction in "less" clarification. It mean that the students' score of control classon post-test was higher that students.

4.1.2. The result of post-test

The collected data from the result of post-test in Experimen class VIII had been obtained as in the following table.

Table 6.

The score of the pre-test and post-test in class VIII B. (Experiment class)

No	Studens	Pre-test	Classification	Post-Test	Classification
1	Dela febriyanti	50	Enough	**60**	Enough
2	Hardino	55	Enough	7,8	Enough
3	Irmadayanti	60	Less	70	Less
4	Iksar alfarisi	65	Less	80	Less
5	Saskia	60	Less	7,9	Less
6	Samuel s	75	Good	80	Good
7	Wahyu	80	Good	80	Good
8	Paulince	70	Good	70	Good
9	Hardiani	60	Less	8,5	Less
10	Nuurwahida	75	Good	**7,8**	Good
$\sum\times 1=10$		$\sum\times 1=650$		$\sum\times 2=760$	
Mean		**60,00**		**72,02**	

Based on the table 6, there are 10 students as sample, The researcher used the students's name, the test after completing the explanation of the running dictation strategy.

Based on the table score in class above, in can be summarized by using the formula of frequency and the percentage in the following table:

Table 7.

Frequency and percentages Score pre-test and post-test in (Experiment class)

No	Score	Classification	Pre-test		Post-test	
			Frequency	Percentage %	Frequency	Percentage %
1	80-100	Very Good	1	18,1%	1	45,4%
2	66-79	Good	1	18,1%	6	55,5%
3	56-65	Enough	5	45,4%	3	9,1%
4	40-55	Less	3	27,3%	0	0%
5	30-39	Fail	0	0%	0	0 %
			10	100%	10	100%

Based on classification by Arikunto (2009:245), this data show that the result of post-test in very good progress. The is 45,4% increase in "very good" classification, 55,5% increase in" good" classification, 18,1% reduction in" enough" classification 36,4% reduction in "less" classification, and 18,2% reduction in "fail" classification.it meant that the students' score of class on pre-test and post-test.

4.1.3 The result of Descriptive analysis

<p align="center">Discussion and results</p>

Normality of pretest and posttest control

In this study, shapiro wilk was used with a significance value of 0,05 with the following decision making.

If the sig value is 0.05 then the data is normally distributed.

If the sig value <0.05 then the data is not normally distributed.

<p align="center">Normality of pretest and posttest control classes</p>

<p align="center">Tests of normality</p>

Tests of Normality

	KATEGORI	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
KONTROL	PRETEST	.172	10	.200[*]	.944	10	.596
	POSTEST	.140	10	.200[*]	.969	10	.883

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the images above, the results of the pretest and posttest normality tests above show that the Asmp sig (2-tailed) values are 0.596 and

0.883respectively,the result are greater than 0.05, which means that the data is normally distributed between the pretest and posttest control classes.

4.1.4. The result of Homogeneity of prettest and posttest

Homogeneity of pretest and posttest control

Homogeneity of pretest and posttest control classes

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
KONTROL	Based on Mean	.164	1	18	.690
	Based on Median	.179	1	18	.677
	Based on Median and with adjusted df	.179	1	17.964	.677
	Based on trimmed mean	.160	1	18	.693

The decision – making guideline is if the significance value is > 0.05 then the data is declared homogeneous. The probability value of the sig value obtained from the pretest and posttest control class data based on mean is 0.690 or greater than 0.05 then the data is a homogeneous distribution of the pretest and posttest control class data.

4.1.5. The paired sample T-Test

Paired sample T Test control

Tabel Paired Sampel T Test Kontrol

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST_KONTROL - POSTEST_KONTROL	-11.00000	8.43274	2.66667	-17.03242	-4.96758	-4.125	9	.003

In this study , the hypothesis used has a significance value of 0.05. with the following decision making :

If the sig value <0.05 then Ha is accepted and Ho is rejected.

If the sig value is 0.05 then Ha is rejected and Ho is accepted.

The testing technique used is the paired sample t-test with a significance level= 0.05 Based on the results of data processing with SPSS version 25 above, the pretest and posttest data sig value (2-tailed) is 0.003<0.05, and has a t count value of -4.125and 1 table 2.306 The t count has a negative value because the average value of the results before is lower than the average result after, therefore the t count which has a negative value can have a positive meaning the t count value is 4. 125 t table 2.306, so it can be conclude that Ho is rejected or Ha is accepted, which means that there is a significant influence of the pretest and posttest data in the control class

4.1.6.The Test of Normality

Normality of Experimental pretest and posttest

In this study, Shapiro wilk was used with a significant value of 0.05 with the following decision making :

c. If the sig value is 0.05 then the data is normally distributed

d. If the sig value is 0.05 then the data not normally distributed

Normality of pretest and posttest Experiment classes

Tests of Normality

	KATEGORI	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
EKSPERIMENT	PRETEST	.197	10	.200[*]	.951	10	.683
	POSTEST	.200	10	.200[*]	.954	10	.711

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the image above, the results of the pretest and posttest normality test above show that the Asmp sig. (2-tailed) values are 0.683 and 0.711 respectively, the results are greater than 0.05, which means that the data is normally distributed between the pretest and posttest experimental classes.

4.1.7. The Test Homogeneity of variance

Homogeneity of pretest and posttest Experiment

Homogeneity of pretest and posttest Experiment classes

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
EKSPERIMEN T	Based on Mean	.173	1	18	.682
	Based on Median	.155	1	18	.699
	Based on Median and with adjusted df	.155	1	17.926	.699
	Based on trimmed mean	.173	1	18	.682

The decision-making guideline is if the significance value 0.05 then the data is declared homogeneous. The probability value of the sig rule obtained from the pretest and posttest class data based on mean is 0.682 or greater than 0.05 then the data is a homogeneous distribution of the pretest and posttest classes of the experiment.

4.1.8.The paired sample T Test Experiment

Paired Sampel T Test Eksperiment

Tabel Paired Sampel T Test Eksperiment

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST_EKSPERIMENT - POSTEST_EKSPERIMENT	-10.00000	4.08248	1.29099	-12.92043	-7.07957	-7.746	9	.000

In this study, the hypothesis used has a significant value of 0.05. with the following decision-making:

c.If the sig value < 0. 05 then Ha is accepted and Ho is rejected.

d.If the sig value is 0.05 then Ha is rejected and Ho is accepted.

4.2. Discusion

The tasting technique used is the paired sample t-test with a significance level of. Based on the results of data processing with SPSS version 25 above, the pretest and posttest data show a sig (2-tailed)of 0.011<0.05, and has a t-count value of -7.746 and 1 table 2.306. T-test is negative because the average value of the result before is lower than then the average result after, therefore the negative t-count can be positive. The calculated, value is 7. 746 table 2.306, so it can be concluded that Ho is rejected or Ha is accepted, which means that there is a significant influence on the pretest and posttest data of the Experimental class.

Before we start with the activity, I invite us to discuss together the current situation and conditions of the school that we see together, some people say the current conditions are very hot, some also say the teachers are very beautiful and handsome today, the flower they planted in front of the class are also very fertile and beautiful today and today is a good day, the school is very busy with children attending school today so many classroom. After finishing the discussion, divide them into three groups. In the game that will be played by each group, they will mention a sentence from the results of the previous discussion from that sentence I wrote it on paper and after writing it I cut the parts into separate words so that the task of each group was to arrange the words into one correct sentence.

CHAPTER V

CONCLUTION AND SUGGESTION

5.1. Conclution

Based on the result of analysis, the writer concluded that there is any significant influence of Running Dictation on students' writing comprehension in class eight SMP NEGERI 8 DOOM. On the statiscal analysis using Independent sample T-Test by SPSS 21.0 for windows, it had been shown whit (0,05), the value of t-table (7,041)and t-value or t-count (7,041),it was known that t-value or t-count was higher than t-table (7,441 >7.04. the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It meant that there is any influence of using Running Dictation on students writing comprehension in class eight SMP NEGERI8 DOOM.

5.2 Suggestion

Based on the result of the research and advantages using the Running Dictation strategy on students writing comprehension in class eight SMP NEGERI 8 DOOM, The researcher of would like to give some suggestion.

a. For the Teacher

1. The teacher can use Running Dictation in writing comprehension an alternative writing

2. The teacher is expected to convey learning not monotonous so that it attracts students to actively participate in the learning process.

b. For the students

1. The students must have more time to writing English at home

2. Students are able to understand reading text correctly so they can convey information to other friends completely.

3. The student to get know and understand the meaning of some aspect in writing as follows, writing frame work, ideas, feelings or information

c. For the researchers

After conducting the result and getting the result, the researcher would like to suggest order researcher to develop this research with the new innovation such as the use Running Dictation strategy eight different material or order to writing comprehension. this is very important because it will give some knowledge to the researcher and to know the benefits of using Running Dictation in writing.

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Appendix 1.

Liast of students Name at SMP NEGERI 8 DOOM.

No	Student Name	Gender
1	Dela febriyanti	F
2	Hardino	M
3	Hardiani	F
4	Irmadayanti	F
5	Iksar alfarisi	M
6	saskia	F
7	Samuel s	M
8	Wahyu	M
9	paulince	F
10	Nurwahida	F
11	Juliana yapen	F
12	Orin sisauta	F
13	Raisa	F
14	Ronald	M
15	Tiara Andini	F
16	Hein R	M
17	Jilfan P	M
18	Zakarias W	M

Note:

M :Male

F : Female

Appendix. 2

Name Group 1

No	Name
1	Aleda rumere
2	Nurwahida
3	Siti Marwa.m
4	Saskia
5	Nyong

Name Group 2

No	Name
1	Bella
2	Fransiskus
3	Yusuf ali
4	Iksar Alfarisi
5	Fitra Rahmadani

- **Sentences used when the game is played**
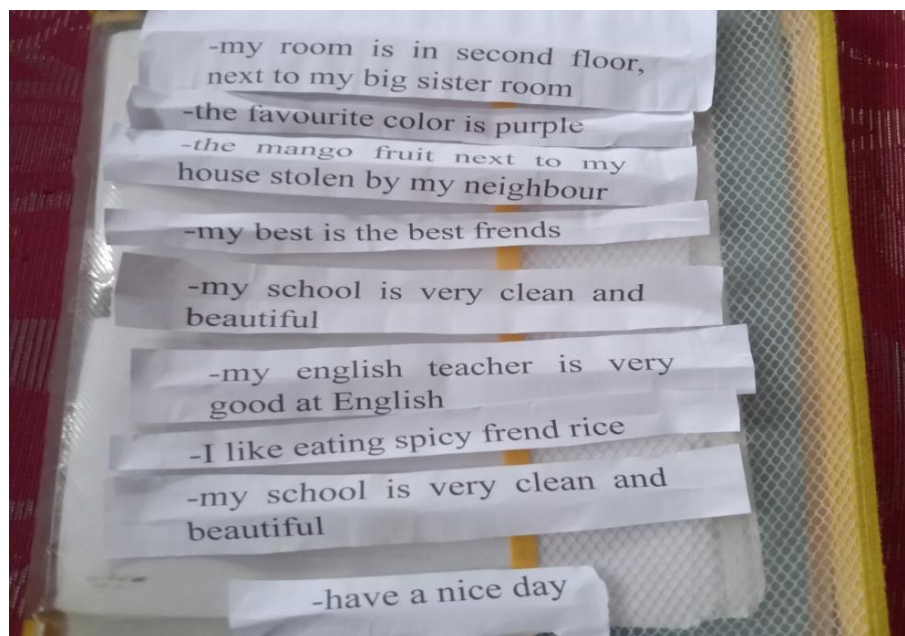
Appendix 4

The result of each groups work

Group 1
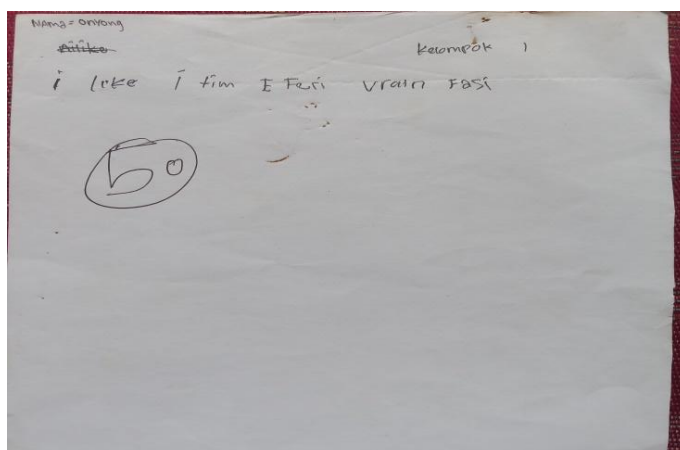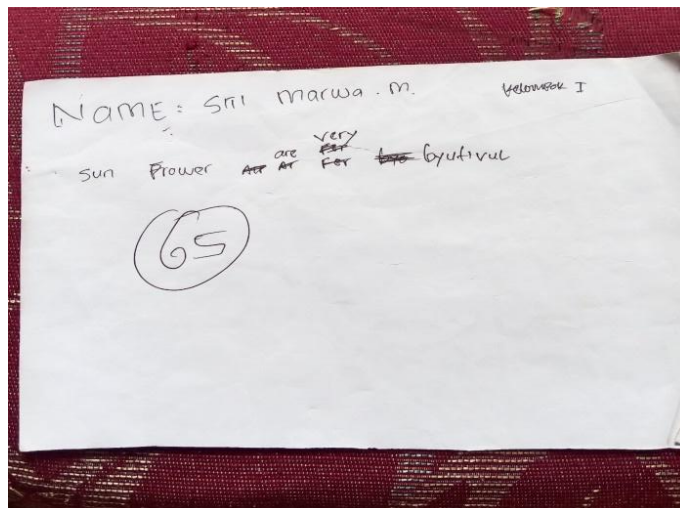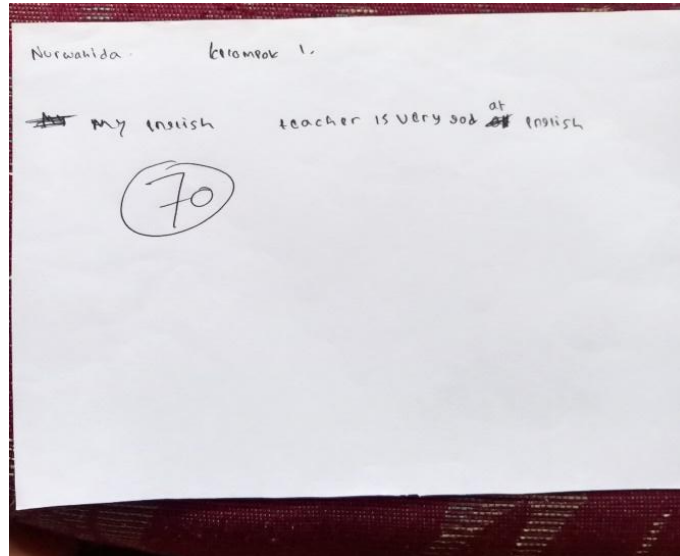
Nurwahida.   kelompok 1.

My inglish   teacher is very god at inglish

70

NAME: Sri marwa.m.   kelompok I

sun   Prower   are   very   for   byutivul

65

Nama: Onyong

i like i tim E feri vrain fasi

50

Nama : kelompok 1
Names : Aleda . Rumero

the mango Fruit Next to my
house Stanley by my neighbour

May

Nama" kelompok 1
AleDA. Rumere
Marwa M
Saskia. R
Zulfonza - M
Narwalinda.

70

nama: Saskia.   kelompok 1

The Favorite color is Purple

70

The result of each groups work

Group 2
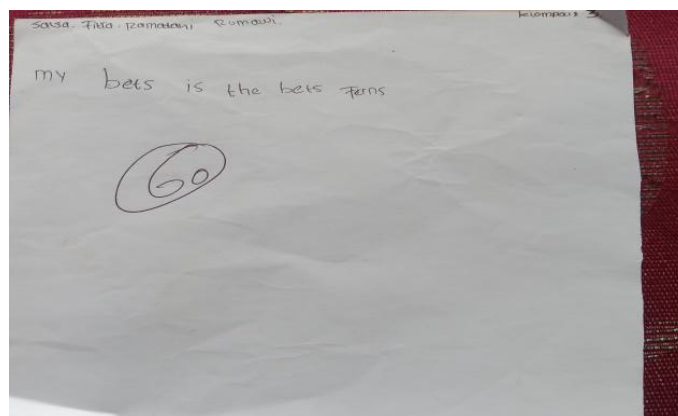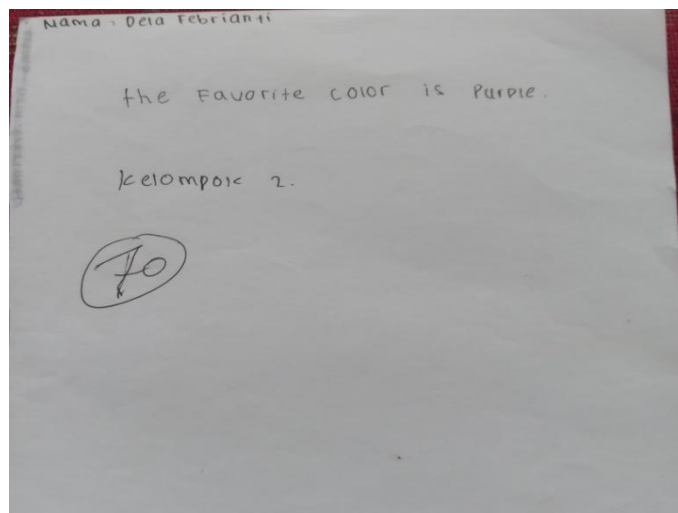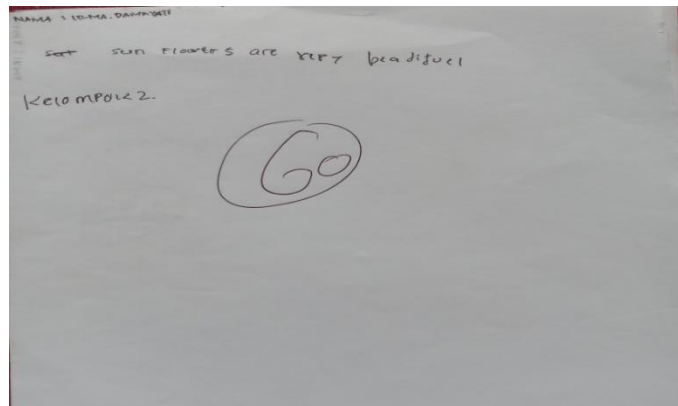
Nama : Tim Aira.F. malona.
x Aira.

Kelompok : 1. 2

My Scool is Fen and
bryutiwi.

(60)

Nama : ikSar alfarizi   Kelompok : 2

have a Nal Day

(65)

Appendix .5

Nomor : 217/1.3.AU/FABIO/J/2023   Sorong, 17 Oktober 2023
Lamp. : -
Perihal : *Permohonan Izin Penelitian*

Kepada Yth.
Kepala Sekolah SMP Negeri 8 Doom
Di_
        Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama	:	**Yunice Mamoribo**
NIM	:	**148820318035**
Semester	:	**XI (Sebelas)**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Penelitian	:	**"The Use Of Running Dictation In Teaching Writing At SMP Negeri 8 Doom."**

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan **mulai tanggal 20 – 24 Oktober 2023.**

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,

Nursalim, M.Pd.
NIDN. 1406088801

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris ;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;

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Jl. Numberi Dum.   NSS. 201.250.501.019   NPSN. 60400364   Kode Pos. 98413

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
DI SMP NEGERI 8 KOTA SORONG
Nomor : 800/025/SMPN.8/2023

Yang bertanda tangan dibawah ini Kepala SMP Negeri 8 Kota Sorong , menyatakan bahwa yang bernama :

Nama   : Yunice Mamoribo

NIM   : 148820318035

Semester   : XI (Sebelas)

Program Studi   : Pendidikan Bahasa Inggris

Judul Penelitian : " *The Use Of Running Dictation In Teaching Writing At SMP Negeri 8 Kota Sorong*"

Adalah benar nama tersebut di atas telah melakukan Penelitian di SMP Negeri 8 Kota Sorong, terhitung mulai tanggal 20 s/d 24 Oktober 2023.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk digunakan sebagaimana mestinya.

Sorong, 19 Oktober 2023
Kepala SMP Negeri 8 Kota Sorong

NASIR LA APA,A.Md.Pd.SH
NIP. 196808251993031010

Appendix. 6

Documentation of the research

Treatment in Experiment