The Effectiveness of Using Running Dictation Technique to Improve Students' Writing Skill

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ABSTRACT

This research was aimed to prove that it was significantly effective to teach writing skill by using running dictation technique of hortatory exposition text to the eleventh grade students of SMAN 8 Lubuklinggau. This research used a pre-experimental design with one group pre-test and post-test. The population of this research was the eleventh grade students of SMAN 8 Lubuklinggau that consisted of 123 students. The sampling technique used was cluster random sampling with the method of paper roll and the sample selected was XI IPA 2 class consisted 25 students. The data for this research was collected by using a written test. The result of this research could be proved by the significant difference between the mean score in the pre-test and post-test. The students mean score in the pre-test was 61.28 and in the post test was 75.44. The t-obtained was 12.367, it was higher than 1.71387 as the critical value in t-table. Finally, the researcher found that "The effectiveness of Using Running Dictation Technique to Improve Students Writing Skill at SMAN 8 Lubuklinggau" was effective. Therefore, it was clearly stated that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

Keywords: Hortatory Exposition Text, Running Dictation, Writing Skill

ABSTRAK

Penelitian ini bertujuan untuk membuktikan bahwa teknik running dictation pada teks hortatory exposition efektif untuk mengajarkan keterampilan menulis pada siswa kelas sebelas SMAN 8 Lubuklinggau. Penelitian ini menggunakan desain pra-eksperimental dengan one group pre-test dan post-test. Populasi penelitian ini adalah siswa kelas sebelas SMAN 8 Lubuklinggau yang berjumlah 123 siswa. Teknik pengambilan sampel yang digunakan adalah cluster random sampling dengan metode paper roll dan sampel yang dipilih adalah kelas XI IPA 2 yang berjumlah 25 siswa. Data penelitian ini dikumpulkan dengan menggunakan tes tertulis. Hasil penelitian ini dapat dibuktikan dengan adanya perbedaan yang signifikan antara nilai rata-rata pada pre-test dan post-test. Nilai rata-rata siswa pada pre-test adalah 61,28 dan pada post-test adalah 75,44. T-hitung yang diperoleh adalah 12,367, lebih tinggi dari nilai kritis pada t-tabel yaitu 1,71387. Akhirnya, peneliti menemukan bahwa "Efektivitas Penggunaan Teknik Running Dictation untuk Meningkatkan Keterampilan Menulis Siswa di SMAN 8 Lubuklinggau" efektif. Oleh karena itu, dinyatakan dengan jelas bahwa hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak.

Keywords: Keterampilan Menulis, Running Dictation, Teks Eksposisi Hortatori

INTRODUCTION

The global language that almost all countries recognize and implant it is English. English use as the first foreign language and a compulsory learning subject that must be taught for the students in the school from elementary school until university. There are four abilities language skill in teaching English, such as: Listening, Speaking, Reading, and also writing. Writing is one of four language skills that are very important to learn. According to Brown (2000) writing is a thinking process, a writer produces a final written product based on his thoughts after the writer goes through this thinking process. It means that writing is an activity that describes what one thinks or expresses one's thoughts or ideas in written way. For students, writing is very necessary, but expressing ideas and conveying information clearly in writing with correct grammar and sentence structure is not easy.

Sinaga (2017) stated that the students' difficulties in starting the writing the cause lack of knowledge about the steps on writing was procedural factors that cause the difficulties for all students. The most important thing is that, writing is usually get least attention in teaching learning in classroom, which make students are rarely exposed to writing. Apart from, Urbano et.al (2021) wrote that lack of knowledge and proper writing practices, grammatical errors, limited vocabulary, and difficulty in arranging words in the correct order also become challenges when students write. In overcoming the problem of students' writing skills, teachers may use various learning techniques to improve students' writing skills. One technique that can improve students' writing skills is using running dictation technique.

Running dictation, as explained by Mentari (2018) 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 technique by run to a text, and then telling the message directly to the partner. It means that, running dictation helps students work in a team and students also memorize and telling the text directly in the learning process. And also, Jaya et.al (2020) stated running dictation is a type of dictation in which in its implementation students must be responsible for the part of the story that is obtained or received.

Silalahi & Pratiwi (2021) claimed that the use of running dictation techniques is more effective than direct learning in teaching writing, students with high creativity have better writing skills than students with low creativity, and there is a relationship between the uses of running dictation techniques. In another research, Hidayati et.al (2020) running dictation is a great way to improve students' writing skills; most students can improve their grades and are motivated to write better. Judging from the results of the questionnaire, students enjoy learning English, especially using the running dictation technique in writing skills.

Based on the interview with the English teacher at SMAN 8 Lubuklinggau, the researcher got information about the writing skill of students at SMAN 8 Lubuklinggau, especially in writing skill, such as the lack of students' writing skill, especially students' grammar, students still focus on how to arrange their language words, then the most important thing is that students' vocabulary is still lack, and students still have difficulties understanding the content of the text, so students still have difficulties in writing. The English teacher at SMAN 8 Lubuklinggau also said that currently has never used the running dictation technique in the learning process, especially in eleventh grade at SMAN 8 Lubuklinggau.

In this research, the researcher applied Running Dictation as an alternative technique for teaching students writing skills. According to Hess (2001) running dictation is the technique where the students work in group to dictate the sentence, there is a runner and the writer in each group. It means that, running dictation is a fun technique and can be adapted in a variety of ways that are easy to prepare, explain, organize, and apply in the classroom. Using running dictation to teach writing can avoid boredom for students because the running dictation technique is affect to help students to exchange ideas, elaborate paragraph and finish the last paragraph (Nurdianingsih & Rahmawati, 2018).

Based on the long explanation above, the problem in this research was as follows: "Is there any significant effect of using running dictation technique to improve students' writing skill at the eleventh grade students of SMAN 8 Lubuklinggau?"

METHODOLOGY

In this research, the researcher used a Quantitative Approach. According to Sugiyono (2017), Quantitative research is a method based on the philosophy of post positivism, used to examine a population or a specific sample, collecting data using research instruments, analyzing the data quantitatively or statistically, and describing and testing hypotheses. The design of this research used a pre-experimental design. The researcher applied the research design to only one group.

This research was conducted at SMAN 8 Lubuklinggau at Taba Jemekeh, Kec. Lubuklinggau Timur I, Kota Lubuklinggau (located on Jl. Fatmawati Soekarno), Lubuklinggau City, South Sumatra Province. For the implementation of this research, the researcher investigated the eleventh-grade students in the academic year of 2023/2024. The population in this research was the eleventh-grade students of SMAN 8 Lubuklinggau. It consisted of 123 students in five classes (XI.IPA 1, XI.IPA 2, XI.IPA 3, XI.IPS 1, and XI.IPS 2). In this research, the researcher used the cluster random sampling technique. The sample was obtained XI IPA 2 as the sample with a total sample 25 students.

In collecting the data, the researcher used a written test to identify the students' writing skills. The students were given a pre-test and a post-test in the same form. The students were given 40 minutes to write a hortatory exposition text. The researcher used three techniques to analyzing the data they are: individual score, the minimum mastery criteria, normality, matched t-test. The researcher used two types in accountability of the Research. There are validity and inter-rater reliability.

FINDINGS AND DISCUSSION

Findings

Based on the researcher's findings, the researcher found data collected during the research. The researcher interpreted the progress of students' scores between the pre-test and post-test. Then, there are data findings from this research such as individual scores, Minimum Mastery Criteria (MMC), normality test results, and matched t-test results. This research found that the running dictation technique was effective for teaching hortatory exposition texts to the eleventh grade students at SMAN 8 Lubuklinggau. It could be seen in the explanation below.

Individual Score in Pre-test

The pre-test was given before the treatment and presented in the form of an essay. In the pre-test, students were asked to write a hortatory exposition text. The number of students who took the pre-test was 25 students. After the researcher calculated the scores, the highest score was 75.5 obtained by student list number 4, while the lowest score was 38.5 obtained by student list number 23. When compared to the Minimum Mastery Criteria (MMC), 4 students (16.00%) passed the MMC and 21 students (84.00%) failed. The average pre-test score was 61.28, which was obtained by dividing the total individual scores of 1.532 by the total number of students of 25 students.

Individual Score in Post-test

The post-test was conducted after the researcher conducted four treatments with 25 students. The researcher found that the highest score in the post-test was 86 obtained by student list number 14, while the lowest score was 65 obtained by student list number 23. When compared to the Minimum Mastery Criteria (MMC), there were 22 students (88.00%) who passed the MMC and 3 students (12.00%) who did not pass. The average score of students in the post-test was 75.44. This was obtained by dividing the total individual scores of 1.886 by the number of students of 25. These results indicated an increase in student scores. This meant that student scores had increased.

Normality in Pre-test

In calculating the normality test, the researcher explained the steps to calculate normality as follows: First, the researcher calculated the average score on the pre-test and found that N = 25, $\sum X$ = 1.532, so the average (X̄) was 61.28 and $\sum X^2$ = 95.420.5. The second step was to calculate the standard deviation (SD), the final result of which was 8.009. The third step was the calculation of the interval class (K) with log (25) = 1.39 and the result was 6. Next, the researcher calculated the range (R) with the result being 37, and from the results obtained, the length of the interval class (P) was 6.

Based on the results of the calculation and explanation of the normality of the pre-test, the researcher found that the Xt obtained = -16.90406244 with degrees of freedom (df) = 23. Then, at a level of 95% (α = 0.05), the Xt table value is 35.172462. From these data, the researcher concluded that the Xt obtained < Xt table value so the data was normal.

Normality in Post-test

To calculate the normality test in the post-test, the researcher explained the steps for calculating normality as follows. First, the researcher calculated the average score in the post-test. It was known that N = 25, $\sum X$ = 1.886 so that the average (X̄) was 75.44, and $\sum X^2$ = 142.845.5. In the second step, the researcher calculated the standard deviation (SD) with a result of 4.854. In the next step, the researcher calculated the interval class (K) with log (25) = 1.39 and the result was 6. After that, the researcher calculated the distance (R), which resulted in 21, and the length of the interval class (P), which resulted in 4. Based on the calculation results and explanation of post-test normality, the researcher found that Xt obtained was -38.01317448 with degrees of freedom (df) = 23. Then, at a level of 95% (α = 0.05), the Xt table was 35.172462. Therefore, the researcher concluded that the Xt obtained < Xt table, indicating that the data was normally distributed.

Matched t-test

This matched t-test was calculated based on the results of students' scores on the pre-test and post-test. Based on the results, the number of subjects (N) was 25 students. The total difference ($\sum D$) was 354 and the difference in squares ($\sum D^2$) was 5.799.5. The standard deviation (SD) result was 5.725. In addition, the researcher also calculated the Standard Error of Difference ( ) of 1.145. After finding the SD and results, the researcher calculated the matched t-test, which resulted in 12.367. Based on the calculation results above, the researcher concluded that the matched t-test result of 12.367 exceeded the t-table coefficient of 1.71387 with a significance of 0.05 for df = 23. This meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The alternative hypothesis stated that the use of the Running Dictation technique was significantly effective in teaching writing skills to the eleventh grade students of SMAN 8 Lubuklinggau in the academic year 2023/2024.

Discussion

The researcher found that using the Running Dictation Technique improved students' writing skills at SMAN 8 Lubuklinggau during the 2023/2024 academic year. Students' average scores on writing hortatory exposition texts increased from 61.28 in the pre-test (with 16% passing) to 75.44 in the post-test (with 88% passing) after six sessions, which included four treatment meetings using the technique. Running Dictation, as described by Hess (2001), involves students working in groups with roles of reader, runner, and writer, encouraging active participation and improving focus and memory through physical movement and teamwork.

During the treatments, students gradually became more comfortable with the technique. Initially, they were confused and produced minimal writing results, but enthusiasm and understanding increased, leading to better writing outcomes. By the final treatment, students efficiently organized

themselves and showed positive responses, despite the classroom being somewhat noisy. The research aligns with findings by Silalahi & Pratiwi (2021) and Hidayati et al. (2020), indicating that Running Dictation is more effective than direct learning for improving writing skills, especially among creative students who can express their thoughts more easily and experiment with different styles. Overall, students' writing skills improved, as evidenced by a matched t-test result of 12.367, which is greater than the t-table value of 1.71387, supporting the acceptance of the hypothesis (Ha) that the technique enhances writing skills in the targeted student group.

CONCLUSION

Based on the findings above in the previous chapter, the researcher concluded that it is significantly effective for teaching writing hortatory exposition text by using the Running Dictation Technique to the eleventh grade students of SMAN 8 Lubuklinggau in the academic year 2023/2024. It could be seen through the average score between the pre-test and post-test. The average students score in the pre-test was 61.28 and the average students score in the post-test was 75.44. So, it could be concluded that there is a significant difference between students achievement.Furthermore, the difference students score in the pre-test and post-test was found from the calculation of matched t-test. The researcher found, the t-test was obtained was 12.367 which exceeded the coefficient of t-table 1.71387. It could be seen that the t-test was higher than the t-table. It means that (Ha) is accepted and (Ho) is rejected. So, the researcher concluded that it was significantly effective to use running dictation technique to teach writing hortatory exposition text to the eleventh grade students of SMAN 8 Lubuklinggau in the academic year 2023/2024.

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