

**Applying Running Dictation Strategy to Improve the Students' Speaking Ability in  
IX-B Class Students at Medan State  
SMP 28 Medan**

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**ABSTRACT**

Students' speaking ability in SMP 28 Medan is still low from year to year when expressing English verbally they often stop in the middle of the conversation under 5 minutes, using vocabulary is very limited, having the lack of courage to start speaking English both to the teacher and classmates. In this study, the researchers applied the Running Dictation strategy used in teaching English and using body movements. Running Dictation is an activity that encourages teamwork, problem solving and memorization strategies. Running Dictation is expected to improve students' speaking skills in English. The test instruments are the performance, formative and interview tests. From the result itself, the students' speech duration increased to 8 minutes with more vocabulary mastery with better and more correct use and the ideas could be better conveyed, while from the interviews showed that the students are more motivated to talk. It is concluded that the Running Dictation strategy is able to improve the speaking ability of IX-B students of SMP 28 Medan in English.

**Keywords:** Running Dictation Strategy, Speaking, Action Research

**Introduction**

English is one of the foreign languages in Indonesia. English is set as the first foreign language in accordance with the Decree of the Minister of Education and Culture No. 096/1967 on 12th December 1967 (Kartono, 1980: 126). English as the first foreign language in Indonesia among other foreign languages is based on several considerations as expressed by Kartono (1980: 125) that our national language at this time cannot be used as a mean of communication with the outside world in the context of foreign policy and establish friendships with other nations, and the fact that English is the international communication, the language of science, modern technology, trade, politics, it is used in almost all fields, so English clearly must be given the first priority to be learned among another languages. Therefore, all schools in Indonesia apply English as one of the most important lessons, one of them is in SMPN 28 Medan.

However, there are still many obstacles experienced by students in learning English. The ability to speak English in IX B students of SMP 28 Medan from year to year is still low. Researchers' findings as an English teacher in the previous semester in IX B class which focused on the transactional interpersonal and functional showed that students only answered on the main idea, less able to develop the answers and even asked in English. The English learning model by emphasizing the game pattern proved to be able to further improve students' ability to master the material, the level of acceptance in learning that were not pure learning in the classroom will make the students enjoy the learning process.

Therefore, the researchers want to do the research at SMP 28 Medan by using Running Dictation to improve students' English skills through fun materials for students. Running dictation strategy is one of the variations of the strategy to dictate. So far, it has been implemented by many teachers. Running dictation in this research is

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different from other dictations generally. Running Dictation integrates 4 language skills at once in its implementation, namely reading, speaking, listening, and writing. Nation (2009: 62) describes the steps implemented in running dictation is a short dictation text typed in a large font and stuck on the classroom's wall. The students work in pairs or in small groups. One of the student is as a writer and the other is a runner who goes to the dictation, memorizes the short sentences, returns to the writer and retells the text that has been memorized before.

Text dictation given to the students is a text that relates to narrative text, in which the short text typed in a large font and stuck on the wall will be a simple sentence that will form into a narrative text. Narrative text is chosen because the text has the purpose to entertain the reader, such as fairy tales or legends and the text is also included in the syllabus as teaching materials needed by the students. So, in this research, the narrative text material provided is a simple material. Therefore, it is expected that using running dictation can improve the ability of English in class IX B students of SMP 28 Medan.

### **The Indicators of Language Ability in Junior High School**

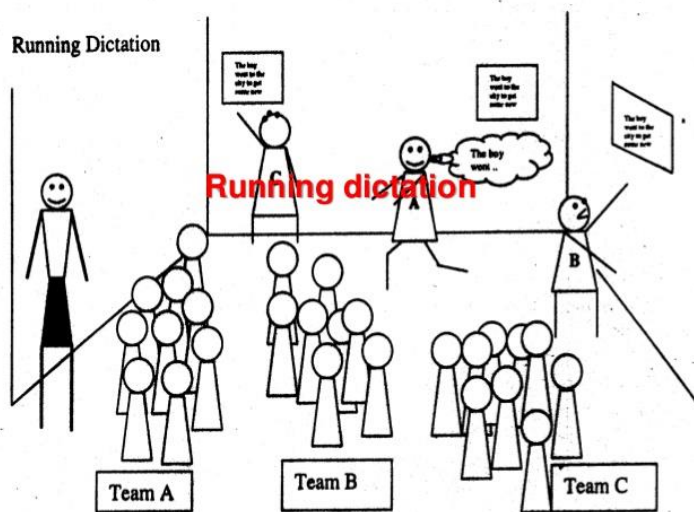
In this research, an indicator of English ability is used as a measurement to see whether the target of this study is achieved or not. Cameron (2001: 78) explains that there are four indicators that have a major influence on English for English for young learners, namely:

1. Pronunciation, how the word is spoken as one aspect that has a big influence on language mastery.
2. Spelling, the students also need to know the letters and syllables that form the words, it is called spelling.
3. Changing structure of language (Grammatical Change) is very important to know. By learning the changes in words, students can understand the grammatical structures. This shows that if the teacher gives the high priority to learn the changes in word structure, the teacher can understand well the grammar (Cameron, 2001: 172). Ur (1997: 61) also explained that changes in grammar need to be taught.
4. Meaning, Nation in Cameron (2001: 85) argues that the way to explain the meaning of the new word by using objects, figures, gestures, actions, photos, pictures or diagrams on the board, pictures from story books. Finding the meaning for a new foreign vocabulary is good for the child's brain work process by thinking and remembering new words. According to Ur (1997: 62) to find the meaning of the new vocabulary, it can be done by translating it into the mother tongue in accordance with the teaching material being implemented.

The success of teaching and learning English depends on the success of the teacher in designing teaching material which is a tool to achieve the learning goals. These goals must be in accordance with the learning and teaching objectives. Actually English language material in Indonesia is very abundant. It is not true if Indonesian teacher is lack or do not have the materials. The biggest weakness of study is willingness and the ability to process the materials into learning material. In other words, the lack of human resources is a major problem in the development of English language teaching. Based on the explanation above, the learning material must be prepared according to the needs and must also be in line with the existing program objectives, namely producing students who are capable in learning English.

### Applying Running Dictation in the Teaching and Learning Process

Many teaching strategies have been contributed by teachers and professionals to improve students' English skills. Each teaching strategy has various objectives. As mentioned earlier, this research uses running dictation which aims to improve the English language proficiency of IX-B class at SMPN 28 Medan. Running Dictation is a class exercise where students run to the text, then see the text and then convey the message in the text directly to their friends, then the friend writes the message on a paper. This strategy is a part of dictation techniques that is very popular with students and teachers. The description helps to learn language by making students focus on the form of language and clause-level sentence construction, and by providing feedback about the accuracy of their perceptions. A dictation text can be taken from the material that students have learned beforehand or will study.



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Actually, this strategy helps students learn by managing time, discipline, cooperation and responsibility. This also makes students more active in the learning process. Running Dictation is a strategy used in teaching English, by integrating 4 language skills at once and using body movements. Running Dictation is an activity that encourages the teamwork, problem solving and memorization strategies. This strategy requires students to use their eyes to read the text, the mouth to convey the message in the text, the ear to hear and write the text into a piece of paper and the body to move. Running dictation is also a type of dictation in which students are responsible for the messages obtained.

Through this activity, students feel happy and motivated to learn English, because learning with peers can support the students easily understanding the material they are learning. Running dictation can reduce the stress and boredom to complete assignments in classroom. Running dictation can help students to improve and practice reading, listening, speaking, writing and critical thinking skills. The use of running dictation can also be varied, which use images, multiple sentences, places, can use of testing or learning tests, and so on.

## **Methods**

This research is a Classroom Action Research. Gay & Airasian (2000: 593) define that Classroom Action Research is as a type of practitioner research that is used to improve practice, action or change something. It focuses on taking action and making positive educational changes based on findings and not enough just by reporting teacher conclusions "(Mills, 2000: 4). It can be said Classroom Action Research tries to make solutions in the classroom to solve the problems that have been faced by teachers in their subject area. This research was done in SMPN 28 Medan. The participants in this research were the students of IX-B class, the total is 40 students. The researchers were assisted by a class teacher who taught at IX-B class.

The description of the steps in each cycle is as follows:

1. Plans, activity is done by the researchers in planning as follows:
  - a. Preparing the material, the materials that will be given in this research are Indonesian legend or story: The Legend of Lake Toba, The Story of Tangkuban Perahu, Malin Kundang, Roro Jonggrang, Rawa Pening, Sangkuriang, Timun Mas, Lutung Kasarung, Bawang Merang & Bawang Putih, Sampuraga.
  - b. Designing a Learning Plan (RPP), which includes activities or steps in applying the storytelling.
2. Action, in this step, the researchers apply a running dictation with the following procedure:
  - a. The researcher and teacher attach several copies of the text on the classroom wall or on the table.
  - b. Dividing students into small groups, consisting of 20 groups, each group consisted of two students (student A and student B)
  - c. Explain the rules of the game as follows:

Student A must run to the text, read it, and try to memorize as much as possible repeatedly to Student B. This is an activity that practices the ability to speak, hear, write, walk and remember! The text in wall is a short copy of legend material in several points. The aim is one student in each group can walk (or run) to read the story on the wall. Student A remembers some parts of the text and walks (or runs) back to his/her partner. Student A secretly dictates what he remembers for his/her partner who wrote on a paper, namely student B. Then, they exchanged the roles. For several rounds, they will build all parts. This means that they really have to walk back and forth because the students will only remember two or three sentences at a time. The winning group is the first team to finish. The teacher's job is to check the errors. If there is an error, they must keep going to check.

3. Observation, the researchers were assisted by collaborators, namely the teachers who taught in IX-B class. The collaborator used the observation tables and field notes. Observation tables explain which parts of students participate in and which parts they might eliminate or forget to participate. Field notes explain the class atmosphere. In this research, the collaborator observes the students' activities fully.

## **Data Collection Technique**

To collect the data, the researchers used a field notes to observe students' activity. The interview is also used to explain the factors that influence children's language skills. Finally, the researchers provide student the tests to measure the progress. The researcher

carried out a pre-test beforehand to measure the basic abilities of students in English, before and after the implementation of running dictation strategy, because at the end of the study the researchers would also give the post-test.

### **Data analysis**

To analyze the data, the researchers used qualitative and quantitative data. Qualitative data related to the problems that exist in this research, namely using field notes and interviews. Quantitative data is used to analyze test results, with formulas.

- a. Oral test: For the correct answer is given 2 scores
- b. Writing test: For the correct answer is given 2 scores

c. Total Score

$$\text{Oral test} \quad 5 \times 2 = 10$$

$$\underline{\text{Written test} \quad 15 \times 2 = 30}$$

$$\text{Total} \quad = 40$$

d. Maximum score: 10

$$\text{e. Student score:} \quad \frac{\text{Correct answer} \times 10}{\text{Maximum Score}}$$

### **Finding**

The researchers make the learning plans (RPP) in accordance with the curriculum and learning targets that are in line with the research, namely increasing children's language skills by using running dictation. The material provided is a narrative text about The Legend of Lake Toba, The Story of Tangkuban Perahu, Malin Kundang, Roro Jonggrang, Rawa Pening, Sangkuriang, Timun Mas, Lutung Kasarung, Bawang Merang & Bawang Putih, Sampuraga. The actions done in this research are:

- The researchers and teacher stick several copies of the text on the classroom's wall
- Dividing students into small groups, consisting of two students, each partner decides who will be student A and B.
- Explain the rules of the game as follows: Student A must run to the text, read it, and try to memorize as much as possible repeatedly to Student B. This is an activity that practices the ability to speak, hear, write, walk, and remember! The text posted is a short copy of religious material in several points. The aim is one student in each partner can walk (or run) to read the sentences on the wall. Student A remembers some sentences and walks (or runs) back to his/her partner. Student A secretly dictates what he remembers for his partner who wrote on the paper, namely student B. They then exchanged roles. For several rounds, they will build all sentences. This means that they really have to walk back and forth because students will only remember three or four words at a time The winning pair is the first team to finish.
- Observation, the researchers were assisted by a collaborator namely teacher who taught in IX-B class. Collaborator uses the and field notes to explain the activity.

The researchers see that the students are very enthusiastic in doing several activities. From the implementation of the strategy, there are several positive results that can be noted. that is:

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- 1) Learning motivates the students
- 2) Increasing English vocabulary related to narrative text
- 3) Group work gives them the opportunity to help each other.

This shows a positive change in students' behavior in participating in the lesson. This is reflected in their active role in identifying the things around them and students have enough courage to ask some questions. In addition, there are also some things that are considered the weaknesses. The teacher has told the researchers in pre-observation that group work is not strange to students. However, group activities have never been implemented in previous English classes. On the other hand, there are groups that are unable to complete the task successfully. When the researchers asked the teacher, the teacher said that the group consisted of five vocabulary mastery. This means that researchers must arrange new plans to solve problems.

The result of the first test showed that the pre-test was 55.35 and the post-test value was 66.25. This means that students' language skills increase even though it is not significant. In general, the researchers found an increase in vocabulary, but there were still weaknesses in spelling and understanding meaning. In the result of post-test I, the students made a lot of mistakes in doing spelling tests. Based on the reflection of the study, it can be concluded that the results of the first test is not satisfied because students' English proficiency is not so good. So, this research is not enough to be done with only 1 test, this is continued to the next stage to improve students' weaknesses in the spelling and understanding the word.

Based on the result of the first test, it can be seen that the action shows good results although there are still some weaknesses. So, the researchers think it is necessary to make the next plan and do the next test in order to solve the problems and weaknesses that appear in the first test. In the second test, the researchers revised the plan. In this test, the researchers and teacher together make a better teaching and learning plans. In this research, the researcher and the teacher tried to make the narrative story that were stuck on the wall become more interesting, so that when the students saw the writing, they remembered the spelling of the letters and was able to find the right meaning after seeing it on the wall. On the other hand, the teacher and researchers change each meeting the group pairs.

Based on the result of second test, it can be concluded that the use of a running dictation strategy can improve the language skills of elementary school students. The improvements can be seen in increasing student participation and activity. In addition, grades in students also increase. The increase can be seen as follows:

- a. Increased student's participation in taking lessons. Students participate well in following all procedures applied in running dictation. They are happy to take part in every activity carried out in the teaching and learning process. They can say well the vocabulary they get on the classroom's wall to their partners.
- b. Increased the student's spelling ability because the lowest component in the post test 1 results is spelling. In test 2, the vocabulary found on the wall is made in an attractive format, making students easily recall, letter by letter in a word. In this second test, it was seen that each couple was excited about dictating when their friends were unable to write the correct words in English.
- c. Increased students' ability to make the sentences in grammatical change. Students learn in pleasant situations. They found that learning English using

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Running dictation was not boring. They can collaborate well with other students. When Student A finds it difficult to write the correct sentence, student B helps him/her by composing word for word so that the correct sentence is formed according to the correct grammar.

- d. The last indicator that also increased in the implementation of running dictation is finding the meaning of the word. Not only know the English vocabulary related to narrative story's knowledge, students are also able to translate these words in Indonesian and English.
- e. Increased the students' grade. One successful indicator that is increasing the value of students. From the comparison between the mean value of the pre-test and post-test, it can be identified that the implementation of learning by using a running dictation strategy improves students' English skills. The pre-test value was 55.46 while the post-test was 77.22.

### **Conclusion**

This research has several findings, namely before implementing the running dictation, the ability of English in class IX-B was still low. This can be seen from the differences in the results of the pre-test and post-test. But in this research, the researchers did not focus on the pre-test and post-test scores only. What characteristic of classroom action research is that it lies in the process? The process of learning English, the students who had low ability during the learning process seemed active, enthusiastic about learning, and helped each other in completing the assignments given, so as to improve the language skills of IX-B class. The improvement can be seen in:

- a. Increasing students' English vocabulary related to narrative story material.
- b. Increasing students' participation in taking lessons.
- c. Increasing students' spelling ability
- d. Increasing students' ability to make the sentences in grammatical change.
- e. The last indicator also increases in the implementation of running dictation is finding the meaning of the word.
- f. Increasing students' grade.

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### **Sitography**

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