

The Implementation of Running Dictation In Improving Students' Writing Ability (Study at The Third Grade Students of MTsN 2 Makassar)

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui implementasi metode running dictation dalam meningkatkan kemampuan siswa dalam menulis dan motivasi yang mereka dapatkan selama proses pembelajaran. Penelitian ini menggunakan metode kuantitatif dengan pendekatan classroom action research (CAR). Dalam hasil penelitian ditemukan bahwa kemampuan siswa dalam menulis meningkat sebanyak 47% dari kemampuan awal. Beberapa alasan siswa termotivasi dalam belajar menggunakan metode running dictation method, salah satunya karena penggunaan metode yang tidak membosankan.

Kata kunci: Kemampuan menulis, meningkatkan, metode running dictation.

Abstract

The objective of the research was to know the implementation of running dictation method in improving students' ability in writing and students' motivation during learning through running dictation method. This research used quantitative method with classroom action research (CAR) approach. In this research, it found out that students' writing ability was improved 47% from first capability. Some of the reasons students are motivated in learning through running dictation method, one of which is because the use of the methods is not boring.

Keywords: Writing ability, improving, running dictation method.

INTRODUCTION

According to Tench (2003) one of the foundation of successful in public relation and the ability to messages clearly and consely is writing ability. It means, writing is an important ability to have in our life, not only for ourself but also in the social aspect. However, people cannot deny that many students in learning English, usually have difficulties in writing because the lack of mastery vocabulary, and misunderstanding about spelling of several similar sentences. In interview with one of students in MTsN 2 Makassar at 30th of November 2022, Azzah Nur Afifah said that writing in English is very difficult because sometimes they feel confused about what they want to write.

Students' problem in writing need a right and effective solutions in order for teaching and learning, especially in teaching writing. To improve the ability of writing we have to practice a lot. Woods & Jeffrey (2019) said that writing ability also consist of writer capacity to touch the reader emotionally. Running dictation is one of method that can apply in teaching writing. Running dictation is a learning activity based on game that is carried out in a group. Jolliffe (2007), states that to make a cooperative learning environment, it requires people or students to work together in

a small group to improve their learning. It clearly means that in learning process, work together with others is more effective than work alone by their ownself.

Students' learning ability can be said to increase if there is a significant difference between the results of the learning process before using the running dictation method, and the learning outcomes after the applied of the running dictation method. Suwarni, et. al (2018) classify the writing ability in general include an improving if students can complete a series of test that achieve an average success with rate of 60% and can achieve the standards of competence set by curriculum and also can achieve the practice skills depends on the risk and difficulty level.

Not only about students' ability, the motivation of students is also an important issue in education. Brophy (1986), suggested that motivation to learn is a skill acquired through general experience but most directly motivated through modeling, communication, and direct instruction or socialization by others. Afzar et al (2010), states the motivation during learning have a big effect on students' performance in learning. It showed that between 23% and 34% students' performance will increase due to students motivation during learning, that's why motivation also play a role in improving students' writing ability.

METHOD

This research was a quantitative method with classroom action research (CAR) approach. Elliot (1991), states action research is a process which teacher collaborate in evaluating their practice in classroom. Researcher applied classroom action research by Hopkins (2014), which consisted Cycle I and Cycle II, and each cycle is consist of four steps, those are plan, action, observation and reflection. The population of this research was the students at the third grade of MTsN 2 Makassar. Researcher applied total sampling technique because according to Sugiyono (2007), if the total population is less than 100, then the entire population is used as a sample. The sample of this research was the third grade students of MTsN 2 Makassar, specifically class IX.II which consist of 34 students. The instrument of this research was writing test to find out students' writing ability, questionnaire to find out students motivation during learning and observation sheets. This research was done in 2 Cycle, it aims to know the students ability and to know the appropriate action in the next cycle. Researcher also did a pre-test in Cycle I and post-test in Cycle II to know if there was an improvement in students writing ability.

The mean score of students writing test calculated by used the formula by Gay, et al (2012).

$$x = \frac{\sum x}{N}$$

Where

x : Mean score

$\sum x$: Total sum of all score

N : Total the number of samples

Students' improvement un writing test calculated in percentage used the formula by Gay, et al (2012)

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

% = improvement in percentage

X1 = total score in cycle I

X2 = total score in cycle II

FINDINGS AND DISCUSSION

Findings

Table 1
Pre-Test Score in Cycle I

Aspect of writing	Writing Score				Total students	Total score
	5	10	15	20		
Content	10	12	8	4	34	370
Organization	11	13	5	5	34	360
Vocabulary	9	16	7	2	34	350
Grammar	15	11	6	2	34	315
Mechanics	7	8	11	8	34	440
Mean Score						58.97

From the table above, in content aspect there were 10 students got 5 score, 12 students got 10 score, 8 students got 15 score and there were 4 students got 20 score. In organization aspect there were 11 students got 5 score, 13 students got 10 score, 5 students got 15 score and there were 5 students got 20 score. In vocabulary aspect, there were 9 students got 5 score, 16 students got 10 score, 7 students got 15 score and there were 2 students got 20 score. In grammar aspect, there were 15 students got 5 score, 11 students got 10 score, 6 students got 15 score, and there were 2 students got 20 score. In mechanics aspect there were 7 students got 5 score, 8 students got 10 score, 11 students got 15 score, and there were 8 students got 20 score, mean of total students score was 58.97, and the aspect that becomes difficult for students was the grammar aspect, the vocabulary aspect and also students found it difficult in organized their ideas.

Table 2
Post-Test Score in Cycle II

Aspect of writing	Writing Score				Total students	Total score
	5	10	15	20		
Content	-	3	17	14	34	565
Organization	-	7	15	12	34	535
Vocabulary	-	7	18	9	34	520
Grammar	-	6	21	7	34	515
Mechanics	-	5	12	17	34	570
Mean Score						79.55

Based on the data in table above in content aspect, there were no students got 5 score, 3 students got 10 score, 17 students got score 15, there were 14 students got 20 scores, and the mean of content aspect was 16.61. In organization aspect, there were no students got 5 score, 7 students got 10 score, 15 students got 15 score, there were 12 students got 20 score and the mean of this aspect was 15.73. In vocabulary aspect, there were no students got 5 score, 7 students got 10 score, 18 students got 15 score, there were 9 students got 20 score and the mean was 15.29. While in grammar aspect, there were no students also who got 5 score, 6 students got 10 score, 21 students got 15 score, there were 7 students got 20 score and the mean of grammar aspect was 15.14. Last in mechanics aspect, there were no students got 5 score, 5 students got 10 score, 12 students got 15 score and there were 17 students got 20 score, the low aspect on pre-test in Cycle I such as grammar, vocabulary and organization aspect were improved in Cycle II and the mean score was 16.76.

In calculated the percentage of students' writing ability, researcher used the formula by Gay, et al (2012), and the result of students' improvement in writing ability was 47%.

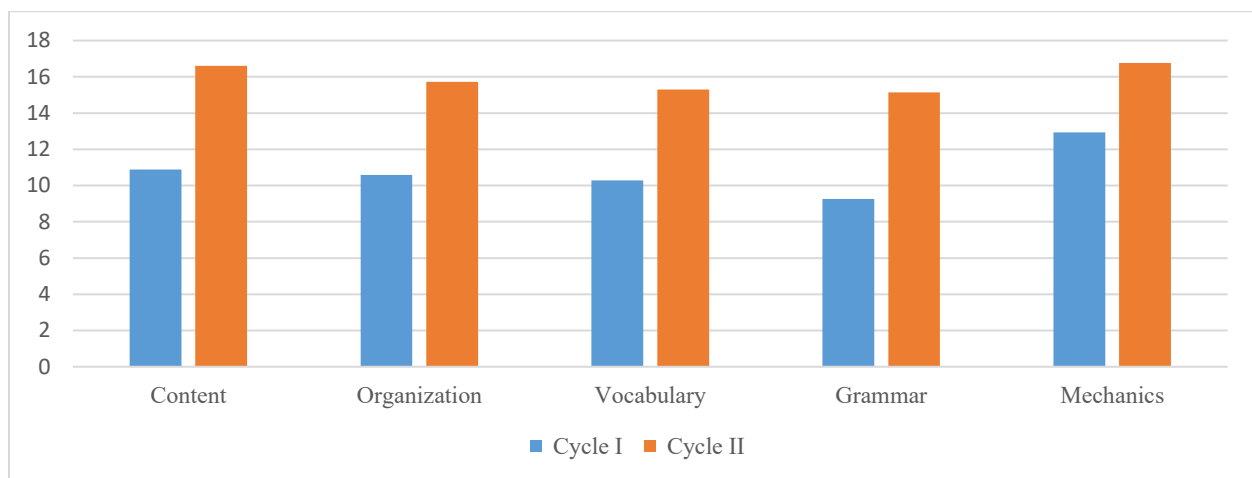
$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\% = \frac{2705 - 1835}{1835} \times 100$$

$$= 47\%$$

Students improvement in each aspect of writing was improved significantly. Below the following chart of the differences students improvement or their achievement in aspect writing on Cycle I and Cycle II.

Chart 1.
Improvement of Students' Aspect Writing in Cycle I and Cycle II



Based on result of data analysis and research findings, it showed students' writing ability was improved. In the first test on Cycle I (pre-test), students mean score was 58.97 and got a significant improvement in Cycle II with mean score 79.55. Based on explanation above, it clearly showed that the implementation of running dictation method can improve students' writing ability.

Table 3
The Result of Questionnaire

Num.	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
1	26	76,47%	7	20,58%	1	2,95%	0	0%	0	0%	34	100%
2	30	88,24%	4	11,76%	0	0%	0	0%	0	0%	34	100%
3	20	58,83%	14	41,17%	0	0%	0	0%	0	0%	34	100%
4	16	47,0%	15	44,12%	3	8,88%	0	0%	0	0%	34	100%
5	0	0%	0	0%	0	0%	4	11,76%	30	88,24%	34	100%
6	0	0%	0	0%	0	0%	0	0%	34	100%	34	100%
7	28	82,36%	6	17,64%	0	0%	0	0%	0	0%	34	100%

8	0	0%	15	44,11%	19	55,89%	0	0%	0	0%	34	100%
9	24	70,58%	10	29,41%	0	0%	0	0%	0	0%	34	100%
10	29	85,29%	5	14,70%	0	0%	0	0%	0	0%	34	100%

From the result of all questionnaire above, it showed that running dictation method gave a positive impact for students in learning writing. Based on the data, most of students motivated in learning writing by using running dictation method, because the method not make the students bored in learning process (88,24%). Another motivation that students found in learning process by using this method was because they prefer to learn English by used a method (85,29%).

Discussion

Suwarni, et. al (2018) classify the writing ability in general include an improving if students can complete a series of tests that achieve an average success rate of 60%, and based on the data above 80% students passed and achieved the score. Writing ability also categorized improving if each of these improvement is connected with the standards of competence and basic competencies set by the curriculum, in research process it found out students can passed the basic competencies that set by curriculum where from 34 students, only 2 students not passed, the result explained 90% students achieved the basic competencies.

Almost all of the students who took the test on Cycle II got a significant improvement. The improvement that occurs in students were also in line with the curriculum because in every meeting in each Cycle, researchers made a lesson plans based on syllabus. The level of difficulty in this test also has been adjusted based on the student's ability to the appropriate as stipulated in Syllabus according to the students' grade, it means that the implementation of running dictation method can improve students' writing ability. There are several reason that keep students motivated during learning writing through running dictation method such as the method that used very interesting for students, the method that used did not bored, the method that used help students in learning process, and students also generally said that the method made every member of each group wanted to compete with another groups.

CONCLUSION

Based on the result of data analysis and findings it concluded that n pre-test at Cycle I, students mean score was 58,97 before treatment. After treatment, in post-test at Cycle II, students mean score was 79,55. It got 47% improved from the first test (pre-test) in Cycle I. the implementation of running dictation can improve students' writing ability.

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