

THE EFFECT OF RUNNING DICTATION METHOD ON STUDENTS' WRITING ABILITY In PROCEDURE TEXT (A STUDY AT THE XITH GRADE STUDENTS OF SMA NEGERI 6 PADANGSIDIMPUAN)

DESY YOLANDA

Institut Pendidikan Tapanuli Selatan (IPTS)

Email: yolandadesy58@gmail.com

Abstract: *The objective of this research is to know whether there is a significant effect of Running Dictation Method on Students' Writing ability in procedure text at the eleventh grade students of SMA Negeri 6 Padangsidempuan. This research uses experimental method with research one group pre-test post-test design. The population of this research is all of eleventh grade students of SMA Negeri 6 Padangsidempuan which consist of one class. The total population are 31 students. Technique that used on this research is systematic sampling. That consist of 302 students and systematic sampling 31 students. The technique for collecting data by observation sheet and giving test. . The result mean of the application of Running Dictation Method was 3.3, it was categorized "Good". The result show score before using Running Dictation Method was 68,54, it was categorized "Fair". While the mean score of the students' writing ability after using Running Dictation Method was 82,75, it was categorized "Excellent". The result of t_{test} was 13,57 and t_{table} was 2.03 it means that there is a significant Writing ability at the eleventh grade students of SMA Negeri 6 Padangsidempuan.*

Keywords: *Running Dictation, writing ability, procedure text.*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari Metode Berlari Mendikte pada kemampuan Menulis siswa dalam teks prosedur pada siswa kelas XI SMA Negeri 6 Padangsidempuan. Penelitian ini menggunakan metode eksperimen dengan desain penelitian satu kelompok pre-test post-test design. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMA Negeri 6 Padangsidempuan yang terdiri dari satu kelas. Total populasi adalah 31 siswa. Teknik yang digunakan dalam penelitian ini adalah sistematis sampling. Itu terdiri dari 302 siswa dan sistematis sampling 302 siswa. Teknik pengumpulan data dengan lembar observasi dan tes. . Hasil rata-rata penerapan metode berlari mendikte adalah 3,3, dikategorikan "Baik". Hasil menunjukkan skor sebelum menggunakan Belajar Mulai Dengan Metode Pertanyaan adalah 68,54, itu dikategorikan "Cukup". Sementara skor rata-rata kemampuan menulis siswa setelah menggunakan Metode berlari mendikte adalah 82,75, itu dikategorikan "Sangat Baik". Hasil t_{test} was 13,57 dan t_{tabel} adalah 2,03 artinya ada kemampuan Menulis yang signifikan pada siswa kelas XI SMA Negeri 6 Padangsidempuan.

Kata kunci : Berlari Mendikte, kemampuan menulis, prosedur teks.

I. INTRODUCTION

Writing is one of the language skills that has important role in daily life. Writing is important way in communication for human life because it is one the language skills. By writing skill, someone is asked to be clearly formed of writing in order to the communication will be easier to be understood. The importance of writing for human life is the same as the importance in school environment. Writing is needed in school environment not only as tool for transferring the knowledge from teacher to the students and student with students, but also as one of English skill that should be learned by students, besides others skills like reading, speaking and listening.

In SMA Negeri 6 Padangsidempuan, most of students feel difficult to write procedure text based on the writer interview to the teacher and pre-test to the students at the school. Where the result of their achievement is average 69 for test of writing procedure text, while the KKM of writing is value is 75. In fact, students can't reach the target expected.

It is clear that the students' ability in writing procedure text is still low. It can be caused by several factors, they are internal and external factors. Internal factors that come from the students themselves such as the low students interest in learning, low student motivation, and low students intelligence abilities. While the external factors can be seen from outside of the students such as lack of facilities and infrastructure, a less conducive learning environment, lack of family attention, and lack of use of methods in learning.

If the problem above is not as soon as possible overcome, the result of their learning is still dissatisfied. Therefore, the students' will be un-active, and they do not participate in teaching learning process in class and in teaching

learning process. The students will think that English is the difficult lesson. They will not interest to follow English subject, and always think that English is difficult and not an interesting lesson.

1. Nature of Writing Procedure text

a. Definition of writing

Writing is one of the main English mastery. It is one of the four skills that have to be mastered by students. Basically writing is a skill that can be practiced and mastered as process of communication which uses conventional system to convey the meaning to the receiver or word to form sentence, paragraph, text and so forth.

According to Nation (2008:113), "Writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking and reading". Bukhari (2010: 98) says, "Writing is an activity of language communication that used written as the medium".

According Tarigan (2008:2), "Writing is an activity to send down or depict graphic symbols that describe a language which is understood by a person so that the others can read directly the graphic symbols if they can understand the language and graphic depiction. According to Pardiyono (2012: 1) "Writing is the activity to share message through written text to read by other". It means that composing actually same with writing, it is the activity to share message through written text to read by other.

Based on explanation above, the writer include that writing is as activity to share idea, opinion, advice for the reader by using alphabet, word, phrase, sentences, and the formulation or regulation that used in language.

b. Assessing of Writing

Then, in evaluating students' writing skill, Jacob, as cited in Weigle (2002: 114) suggest some form as follows: content, organization, vocabulary, grammar, and mechanic. Here see the aspect of indicators writing above:

1) Content

In good writing has a content good. Good writing containing the information is completely accurate and the truth can be justified scientifically, according to Ur (2009: 388) conclude "content validity is if a test actually samples the subject matter about which conclusion are to be drawn. If it requires samples the subject matter about which conclusion are to be drawn, if it requires the test taker to perform the behavior that is being". Based on the explanation above, researcher can conclude that content is something explain form sentences that should have meaning.

2) Organization

Heaton in Julianto (2012) says, "Organization is theoretical structure, arrangement chronological, coherence, conclusion and writing layout". Based on the explanation above, organization is a

theoretical structure, arrangement chronological, coherence, conclusion and creative in writing.

3) Vocabulary

Vocabulary is one of the important aspect that support writing in certain language is vocabulary. It deals with the right and appropriate words. Vocabulary plays important role in writing skill. It cannot be ignored in writing learning, vocabulary can be defined, roughly, as the words we teach in the foreign language. Hughers (2003: 28) says that vocabulary is students' ability in selecting in word and applying the accurate form in the assurate situation. It means mastering vocabularies is very important for the students. From explanation above, researcher can concludes that it is impossible to get writing well without mastering the vocabulary, so vocabulary is a one aspect that support the writing activities.

4) Grammar

Grammar is sometimes defined as the way words are put together to make correct sentences'. Grammar is one of the language components. Grammar is the role by which we put together meaningful words and parts of words of language to communicate message that are comprehensible. Brown (2000: 362) grammar is the system of the rules governing the conventional arrangement and relationship of words in a sentence. Based on the explanation above, researcher concludes that grammar is the way to in forming a good sentences based on the

situation. So that we have a good language when we are make some communication with another people.

5) Mechanics

Mechanic is one of the writing indicators that refers to spelling punctuation, capitalization, and paragraphing. According to Brown (2010: 285) says "Mechanic use correct English writing: demonstrating mastery of conventions, correct spelling, punctuation, capitalization, paragraphing".

Based on explanation above, the writer concludes that mechanic is term to use in technical aspects of writing such as spelling, punctuation, and capitalization in paragraph.

c. Procedure Text

Procedure text is one the describe text how something done with some steps. Before discuss procedure text, it would be better to talk about the definition of procedure text according to some experts. Djuharie (2007: 38) stated that procedure text is giving the indication about some ways to do something. It means procedure text is a text that describe the way or steps to do something.

1) Social Function

The social function of procedure text is to tell the reader about the steps or method how to do something. Djuharie (2007: 38) says that the social function of procedure text is to give indication about some

ways or steps to do something. It can be said that procedure text has function to tell readers some ways or steps to do something.

2) Generic Structure

Generic structure is the general or the parts of the text which is arranged in sequence time to show the aim or the plot of the text. According to Djuharie (2007: 39) that generic structure of procedure text are; 1) Goal/aim, 2) Materials means describe the material needed, and 3) Steps means describe the steps to do something. It means generic structure of procedure text consists of some general parts which has function one each other, then they united to form a good text that inform some information.

3) Lexicogrammatical Features

A Lexicogrammatical features is one of the important things in text. Because it is the rule in arrange and writing text. Setiawan says (2007: 55) lexicogrammatical features refers to the specific structure that used to express the specific meaning. It means that to convey the meaning of text, must to use the structure well.

2. The Nature of the Running Dictation Method

a. Definition of Running Dictation Method

According to Widiyanto (2005: 5) "running dictation is a learning activity in groups that contribute positively to the achievement of learning objectives." It means that. Running dictation is learning methods that involve students actively in searching for lesson material information by running then dictating it to members of his group.

According to Case (2013: 1) says, "running dictation is a fun activity in learning to listening, speaking, reading, and writing." It means that, Running dictation is one of the game-based learning method that stimulates reading, speaking, listening and writing skill.

Based on the explanation above, running dictation is a learning method that involves the students actively in searching the subject matter information by running the dictating it to members of his group. Dictation means to tell what to read or say by members of his group. Running dictation not only teaching content material but also grammar language. In the running dictation students are trained for understand the sentences, remember its structure, communicate, and write the sentence.

b. Steps of Running Dictation Method

According Haemata, (2010) divided the procedure to use running dictation into seven stage, there are:

- 1) Put students into pairs all small group, one students in each group is the writer, the students take turns at being the "runner"
- 2) Put the copies of the text up around the walls of the classroom.
- 3) A runner from each group goes up to their sheet of paper and tries to memorize as much of the text as possible, before running back to their group and dictating the text to the writer.
- 4) For the activity to work, it is important that the runner des not writer read the text out loud.

- 5) When the writer has finished writing that sentence for the text that the runner could remember, it is the next runner turn, or the runner and writer could swap roles.
- 6) Once the whole text has been dictated, each group discusses and composes a final version of their text, checking for accuracy of vocabulary, and grammar.
- 7) The winner can be either the first group finished or the most accurate group, depending on the purpose of the activity.

c. Advantages of Running Dictation Method

According to Madsen (1983:117) state that there are many advantages to use Running Dictation.

- 1) It can measure general proficiency in English, including many of the integrative skills use in writing.
- 2) It is easy to prepare.
- 3) It can be scored with good consistency.
- 4) It is much harder to cheat on than multiple-choice, completion, or close tests.

d. Disadvantage of Running Dictation Method

According to Madsen (1983:117) state that there are many disadvantages to use Running Dictation.

- 1) It is difficult to use for diagnostic purposes. It combine listening and writing.
- 2) It is not usually helpful in measuring short-term progress.

- 3) It is not as easy to correct as multiple-choice, complete, or elsetest.

II. METHODOLOGY OF THE RESEARCH

The methodology of the research is the systematic way to understand an object of the research. According to Arikunto (2014: 203) says, "Method of research is the way that used a researcher to collecting data in a research". Furthermore, Sugiyono (2011: 2) said that method of research is "Cara ilmiah untuk mendapatkan data dengan tujuan dan kegunaan tertentu".

Method is a way system procedure and rule used by teacher to make the process of studying to be simple and should be followed by evaluate the research. According to Arikunto (2014: 2) said that there are three kinds of method research, such as 1) description research, 2) action research, and 3) experimental method because this method is very suitable to find out the cause-effect relationship between two factors.

According to Sukmadinata (2015: 194) says, "Experimental research is the most full quantitative research approach, in the sense of meeting all requirements to test the cause-effect relationship". In addition, according to Arikunto (2014: 9) said that the experimental method is the way to find out the relation of cause and effect (cause relation) between two factors that is raised by the researcher with eliminating the other bother factors. It means this method use to fins out the relation of cause and effects between two factors by minimizing the other factors that are able to influence it. So experimental method is a method to measure the subject of the research to get the data after experiment well done.

The research design to use in this research is “*one group pretest-posttest design*”. This research design where the experiment is done in one group only. For the first, the researcher giving the test (pre-test) without explaining the material by using Running Dictation Method, and then researcher doing the teaching and learning process with Running Dictation method, finally the researcher gives test (post-test).

According to Arikunto (2010: 203) says, “Experimental research is core method of the model study using a quantitative approach. Researchers must do three requirement that activity control manipulate and observation”. In quantitative research, experimental method means a kind of the research which is aimed to know whether there is any cause effect of something that exist on subject studied. This study applies the experimental design using control group design pre-test and post-test since the goal of the study is to find the effect Running Dictation method on writing procedure text.

Population is a part of the research that is very important in doing research. In a research, population can be mean as a group of unit or part that is made as an object of the research. For a quantitative research, it is one of the most important requirement that should be considered well and to be chosen carefully. According to Arikunto (2014: 173), “Population contain of object or subject that has certain quality and characteristic that should by the researcher to learn and get the conclusion”.

Bungin (2005: 173) said that population is the whole of the research object which can be humans, animals, plants, air, symptoms, value, events,

attitudes and so forth, so there object can be a source of research data. In addition Sukmadinata (2015: 250) said that population distinguished between the target population. The target population is the population that is subjected to the conclusion of the research. So, it can be concluded the target population of the research gets from students at the eleventh grade Students of SMA Negeri 6 Padangsidempuan in 2018/2019 academic year.

The population of this research is all of eleventh grade students of SMA Negeri 6 Padangsidempuan. The total population are 302 students.

Sample is sub group taken from the population. Sample is part or vice of population which should be choose in te research. On order word, sample is part or piece of the population. Arikunto (2014: 174) said the sample ia a part of presenting of population. Sugiyono (2015: 118) says, "The sample is part of the number and characteristic possessed by the population". In addition Trianto (2010: 256) said that sample is partially or representative sample of the population studied. Study done in only a portion or a representative sample of the population.

Sugiyono (2015: 118) says, "Sampling technique to determine the sample to be used in research, there are various sampling technique used". According to Arikunto (2009: 95) says, "There are some technique of selecting sample, namely: random sampling, stratified sampling, probability sampling, proportional sampling, purposive sampling, quota sampling, cluster sampling and double sampling". While Sugiyono (2016: 141) said that sampling through the design non probability sampling, as a various forms such as sampling

systematic sampling, quota sampling, incidental sampling, purposive sampling, stratified sampling, and snowball sampling.

In this research will use systematic sampling. The researcher will choose randomly. The steps that can be done to reach the sample are 1) select total number of members in population (N); 2) divided N by and determined the sampling interval (K) to apply to the list; 3) the first K member randomly from the first K members of the list and then select every Kth member of the population for the sample: 4) $k = N/n = \text{total sample}$.

Based on the explanation above, the researcher concludes that $N = 302$, $n = 31$, and $K = 10$ and the sample of this research is every sequence 10 until the total sampling is 31 students.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of Running Dictation Method on students' Writing Ability in Procedure Text at the eleventh grade students which contains 17 statement about the steps and the mean of the score is 3,3

In pre-test, it is found that the highest score is 87 and the lowest score is 40. After analyzing the score, the writer found that the mean score or average score is 68,54. The score of median is 67,9 and the mode is 66,46. It can be following table:

Table 1
The Score of Mean, Median and Mode of Pre-test score of the Eleventh Grade students of SMA Negeri 6 Padangsidempuan

No	Criteria	Score
1	Mean	68,54

2	Median	67,9
3	Mode	66,46

In post-test, it is found that the highest score is 94 and the lowest score 71 (see appendix 9). After analyzing the scores, the writer found that the mean score or average 82,75. The score of median is 83,06 and the mode is 84,66. it can be seen in the following table:

Table 4.3
The score of mean, median, and mode of post-test score of the eleventh Grade SMA Negeri 6 Padangsidempuan

Criteria	Score
Mean	82,75
Median	83,06
Mode	84,66

After collecting data, this research is going to test the hypothesis. The data which is taken from the students will be answered the hypothesis that writer has been explained previously. The data is analyzed by using t_{test} formula.

Based on that result, it can be seen that t_{test} is 13,57 and t_{table} is 2.03 at 5% significances level with degree of freedom $(df) = N - 1 = 31 - 1 = 30$. The researcher found that t_{test} is higher than t_{table} ($t_{test} 13,57 > t_{table} 2.03$). It means that there is a significant effect of Running Dictation Method at eleventh grade students of SMA Negeri 6Padangsidempuan. The researcher can say that Alternative Hypothesis (H_a) is accepted.

IV. DISCUSSION

Based on the observation sheet result of cooperative script mode on students' Writing ability, the researcher found that the score is 3,3. The score

is categorized as “Good” criterion. Furthermore, the result of students’ Writing Ability before taught by Running Dictation Method was 68,54 and it is included in “Fair” criterion. While, the result of students’ Writing Ability after taught by using Running Dictation Method is 82,75. It is included in “Excellent” criterion. It means that there is an improvement on students’ writing ability after taught by using Running Dictation Method.

The improvement is happened because the application of Running Dictation Method in teaching the student writing ability is very good, so that the students were more active to follow the teaching and learning process, and the teaching and learning process will be more fun and not boring because in learning the students give their motivation each other, even the result is not too good, but they had tried to create and improve their writing ability. It means that running dictation method has the big effect to make the students easier to create their own word in English.

By looking the review of related findings which had been discussed in chapter II, and if they were compared with this research result, it could be concluded that students’ writing ability after using of Running Dictation Method. It means that even though the using of Running Dictation Method in writing ability gave the improvement, but the using of running dictation method was more effective to make students writing ability is better. From the result t-test also proven that t_{test} is higher than t_{table} ($t_{\text{test}} 13,57 > t_{\text{table}} 2,03$), so that the hypothesis is received. The researcher concludes that the students’ Writing Ability after taught by using Running Dictation Method is higher than before taught by using Running Dictation Method at eleventh grade students of SMA Negeri 6 Padangsidimpuan.

Why it could be happened, and why the students achievement after using Running Dictation Method was better than before using Running Dictation Method, it was because based on the theory that had been discussed in chapter II and conceptual framework, the researcher thought and presumed that Running Dictation Method is good and effective method which will give the big effect on the students' writing ability. From that conceptual framework, finally the researcher made the hypothesis and the hypothesis which had been made the researcher was received by proving it with statistical process. From the previous explanation, the researcher concluded that the running dictation has good effect in writing ability. That's why the hypothesis is accepted.

CONCLUSIONS

1. The result of students' ability in writing procedure text in pre- test or after using Running Dictation Method at the X students' writing narrative text ability SMA Negeri 6 Padangsidempuan is 3.3 the categorized "Good".
2. The result of students' ability in writing Procedure text by Running Dictation Method at the XI students' writing procedure text ability SMA Negeri 6 Padangsidempuan is 68,54 the categorized "Fair". And 82,75 the categorized "Excellent".
3. There significant effect between Running Dictation Method at the XI students' writing procedure text ability SMA Negeri 6 Padangsidempuan.

By comparing both result of students' mean scores. It is found that students ability in writing procedure text by using Running Dictation Method is better than by using Running Dictation Method. It is proved by the mean 68,54 > 82,75. based on the data analysis which is analyzed by using t_{test} formula. It

is found that $t_0 = 10,02$, this result is related to the t_{table} at 5% significant level is 2.03 and the value if t_{table} at 1% significant level is 2.72. It is found that t_{test} is bigger than t_{table} at 5% significant level and at 1% significant level ($t_{test} > t_{table} = 10.02 > 2.03$ and $10.02 > 2.72$). It means there is significant effect of Running Dictation Method on students' writing ability in procedure text at the XI grade SMA Negeri 6 Padangsidempuan.

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