Improving Students’ Writing Ability of Descriptive Text Through Running Dictation Technique at The Eighth Grade of UPTD SMP Negeri 4 Gunungsitoli in 2022/2023

Ainun Rahmin Zega1, Hidayati Daeli2, Hasrat S. Harefa3, Kristof Martin E. Telaumbanua4

1,2,3,4 English Department, UniversitasNias, Jalan Yos Sudarso Ujung No.118/E-S, Ombolata Ulu, Kec. Gunungsitoli, Kota Gunungsitoli, Sumatera Utara 22812 rahminainun03@gmail.com

Abstract
Writing is an important skill that needs to be mastered to develop their English in written media to convey their ideas. Writing is the process of expressing ideas thinking feelings in words on a piece of paper. In writing, students can represent thoughts or opinions in the form of written language. The aim of the research is to Improve Students' Writing Ability of Descriptive Text Through Running Dictation Technique at the Eighth Grade of UPTD SMP Negeri 4 Gunungsitoli, which the total numbers of the students was 29 persons. The research was conducted by using Classroom Action Research (CAR) design. This research was applied into two cycles. Each cycle consisted of planning, action, observation, and reflection. The instruments used by the researcher to collect the data were observation sheet, evaluation sheet and field note. From the result of each Cycle, the researcher found that the students got an improvement in their writing through Running Dictation. In the second meeting of cycle II, the researcher obtained the improvement of students, who achieved the Minimum Competence Criterion (70). There were 10 (35%) students who got score among 85-100 classified as “Very Good Criteria”, 13 (44%) students got score among 75-84 classified as “Good Criteria”, 6 (21 %) students who got score among 60-74 classified as “Enough Criteria”, no one students who reached the “Less Criteria” and no one students who reached the “Fail” Criteria. In Cycle II the highest mark was 92 and the lowest was 71. Based on the result above the researcher concluded that Running Dictation technique could be done in teaching writing and could improve the students’ writing ability.

Keywords: Writing, Writing Ability, Running Dictation

Abstrak

Kata Kunci: Menulis, Kemampuan Menulis, Dikte Berjalan..
INTRODUCTION

English was a compulsory subject for Indonesian students. In learning English, there are four basic skills that students must master, namely listening, speaking, reading and writing skills. Among the four skills, writing skill was important to be instilled by students because it is one of the targets to get success in learning English.

Writing was an important skill that needs to be mastered to develop their English in written media to convey their ideas. According to Amado (2010) in Agustina (2022), “Writing is an important vehicle that should be taught for self expression and support students' creative process.” In other words, writing was a place for students to express everything they feel, think from within themselves and convey it in written form. Furthermore, Ningsih (2016) in Purnamasari (2021), “Writing is one activity that transfers the knowledge in the human brain into written form.” Shortly, writing was a way of expressing or transferring ideas through writing form.

Based on the syllabus of Curriculum 2013 used in UPTD SMP Negeri 04 Gunungsitoli in the eighth grade class, syllabus competencies expect the students were able to understand and apply knowledge related to phenomena they experience in real life and it is expected that students can be able to write short and simple descriptive texts, about people, animals, and objects, and correct generic structure & linguistic elements. The Minimum Competency Criteria (MCC) at the school is 70. This means that students must be able to pass the MCC as an indicator of student success in learning.

In fact, there was a gap between expectation and reality. Based on the researcher observation of UPTD SMP Negeri 4 Gunungsitoli, the researcher found the students problem in writing, such as the students were not able to write descriptive texts correctly. It could be seen in their mark which can not achieved the Minimum Competence Criterion 70 that has been decided at the school. The problems above were caused by some factors students were not able to build and develop their ideas into sentence with the correct generic structure, language features, the students did not find interesting and appropriate writing technique and their lacked of understanding of writing the correct spelling of words and lacked of vocabulary makes them write a lot of repetition of words in their writing.

This fact encouraged the researcher to focus on helping students to improve their writing skill. Therefore, the researcher proposed one technique as a way to help students in writing, namely Running Dictation. Running Dictation is a fun technique that can be adapted in several ways and is quite easy to prepare, explain, organize, plus very adaptable. According to Ausgabe in the journal Pegy et.al (2018) defines that "Running Dictation is a technique in which learners run to a text and read it and then pass the information orally to a partner who either has to write down the whole text or fill in the missing words into a text with gaps". Shortly, running dictation is a part of the dictation technique that requires students to explore their ability in recognizing words. The Running Dictation technique can had an impact on improving students' writing skills. This is supported by previous research conducted by Nurdianingsih & Oktha Ika Rahmawati (2018), states is running dictation
techniques motivates students to had broader ideas and encourages students to improve their writing skills.

In line with the problems to be solved above, therefore researcher was used Classroom Action Research (CAR). According to Eliawati & Dina (2019), “Classroom Action Research (CAR) is one of the efforts of teachers or educational practitioners to try out innovative learning in the form of various activities carried out to improve the learning quality in the classroom.” CAR was used to improve the quality of learning in the classroom.

Based on the explanation above, the researcher conducted a study with the title "Improving Students' Writing Ability of Descriptive Text Through Running Dictation technique at the Eighth Grade of UPTD SMP Negeri 4 Gunungsitoli in 2022/2023”.

**METHOD**

The purpose of this research is to focus on improve students' ability to write descriptive texts through Running Dictation at SMP N 4 Gunungsitoli. So in this study, researchers use Classroom Action Research. To see improved in students' ability to write descriptive text used running dictation in the learning process. Classroom Action Research describes the sequence of the teaching and learning process. The researcher described the procedure to carried out in each meeting. The meeting was attended in one cycles to know the students’ progress. When the students’ achievement did not past the MCC, the researcher was continue the meeting in the next cycle. Firstly, this research was completed this part in cycles which consisted of two meetings. Each meeting had four stages namely; planning, action, observation, and reflection. The research was conducted at UPTD SMP N 4 Gunungsitoli. This school was located in Gunungsitoli. The subject of this research is the grade VIII-D which consisted of 29 students. There were 14 girls and 15 boys. In collecting data, the researcher used some instrument namely; observation sheets, field notes, and evaluation sheet. In this study, data collection technique use are observation, field notes and test/evaluation sheet.

**RESULT AND DISCUSSION**

The research consisted of two cycles. Each cycle was divided into two meetings. The time allocation for each meeting was about 2 x 40 minutes, which means each cycle consisted of 4 x 40 minutes, as the arrangement made by the school. During the meetings held by the researcher in the classroom, all of the students were present in the classroom. In order that the students could follow the material and get the continual of their study based on the research, the researcher arranged cycle as follows:

*Research Findings Cycle 1*

*Planning*

Before doing the action, the researcher prepared everything that was needed in teaching-learning process such as: syllabus, lesson plan as the guideline of conducting the teaching learning
process, teaching material, observation sheet for the researcher and the students’, field notes, attendance list to check students attendance in teaching learning activities.

**Action**

Implementation of Running Dictation Technique in the first meeting and second meeting of Cycle I was held 19th and 23rd May 2023. There were some activities that the researcher did in the first meeting of Cycle I, there are: After planning, the researcher conducted the action in the classroom. At the first meeting, the researcher together with the teacher collaborator entered the classroom. The English teacher-collaborator gave the chance to the researcher to start the activities based on the procedures in lesson plan. The teaching-learning process consisted of pre-teaching-learning activities, the whilst-teaching-learning activities, and the post-teaching-learning activities. In part pre teaching, the researcher greeted the students and asked the students condition and students gave responses. After that, the researcher guided the students’ to pray and introduced herself to the students and the researcher checked the students’ attendance list and the researcher reviews the previous the material.

Then the researcher introduced the material to the students about descriptive text especially describing person the researcher explained the definition of descriptive text, generic structures and language features to the students, and explained Running Dictation technique, rules running dictation in implementing in the teaching learning process to improve writing ability, then the researcher divided students into several groups and apply running dictation in classroom. Most of the students very enthusiast following the teaching-learning process. Before the researcher implemented the procedure of Running Dictation technique, researcher explained the general information about the technique, so students can do the technique fluent. Therefore, to train students in writing descriptive text, the researcher applied the steps of the Running Dictation technique by dividing the students into several groups, then the researcher had pasted random sentences on the classroom walls, gave each group student worksheets, and the researcher giving instructions to all groups. Dividing the roles of each group member in applying the walking dictation technique, the first runner to run to the text, read it, and try to memorize as much as possible before running back to the writer then dictate what they remember of the text to writer, who should record it in writing. After the first runner reads the text he memorized then the runner got the second turn. The third runner and the followed runners also do the same until the last runner. When finished the students re-arrange the sentences into paragraphs and develop the sentences according to the generic structure of the descriptive text. After that, the researcher asked the students to collect their papers. Next, the researcher examined the students’ papers. In the post teaching section the researcher asked students about the difficulties during the teaching and learning process, and the researcher answered these questions, then the researcher ended the teaching and learning activities by greeting the students. And second meeting the researcher gave a test to students, by distributing evaluation sheets, this test aims to determine students' abilities in descriptive text and students follow the instructions in this evaluation sheet and then the researcher
asks students to collect their paper and students write it seriously and then the researcher asked the students to collect their papers. Finally, closed the meeting by greeting the students.

Observation

The result observation students

Based on the result of the observation of the students activities from the first meeting, the activities which were done and undone during the teaching learning process can be described as follows; the activities had been done by the students were 473 activities (81%) of 580 activities and the activities had not done by the students were 107 activities (19%) of 580 activities. Some of student did not done activities namely; some of student didn’t listen and respon the researcher ask the student condition, some of students did not give their attention when researcher explained the topic, some of the students didn’t respon to post their difficulties in learning about the material, etc.

Analysis result of study

In the Cycle I, the researcher examined the students’ ability in writing descriptive text by using Running Dictation technique. After checking the result of the students’ evaluation test describing person, it can be explained in table below

Table 1 The Result of the Students’ Ability In Writing Descriptive Text by Using Running Dictation Technique In cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very good</td>
<td>85-100</td>
<td>1 Students</td>
<td>3.44%</td>
</tr>
<tr>
<td>2.</td>
<td>Good</td>
<td>75-84</td>
<td>3 Students</td>
<td>10.34%</td>
</tr>
<tr>
<td>3.</td>
<td>Enough</td>
<td>60-74</td>
<td>6 Students</td>
<td>20.68%</td>
</tr>
<tr>
<td>5.</td>
<td>Adeq Less</td>
<td>40-59</td>
<td>19 Students</td>
<td>65.51%</td>
</tr>
<tr>
<td>6.</td>
<td>Fail</td>
<td>0-39</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>29 Students</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the graphic above explained the students’ descriptive text ability in writing through Running Dictation in Cycle I was failed. Some of the students did not pass of Minimum Competence Criterion (MCC) which stated at school was 70 score. There were 1 students (3.44%) who got the value classified in “very good” level. There were 3 students (10.34%) who got the value classified in “good” level. There were 6 students (20.68%) who got the value classified in “enough” level. And there was 19 student (65.51%) who got the value classified in “less” level. The highest score that the students got was 85 and the lowest score that the students got was 53. Based on the explanation above, the researcher concludes that the students descriptive text ability in writing through Running Dictation was still unable to improve the students’ ability in the Cycle I. It was indicated by looking the Minimum Competence Criterion (MCC) of the English subject at the eighth grade which was 70 could not be achieved by the students Therefore, the researcher decided to continue to the next Cycle by doing some improvements.
**Reflection**

In this meeting, the researcher found the weaknesses based on field note from teacher collaborator in implementing Running Dictation technique in meeting I Cycle I in conducted the teaching learning process to researcher, there were: some of students are difficult to express their ideas because their vocabulary are low, students lack about adjectives, they only know if the adjective is only about character. Researchers speak sometimes quickly, so that students do not understand well. Based on the result score the students, the researcher concludes that the students descriptive text ability in writing through Running Dictation was still unable to improve the students’ ability in the Cycle I. It was indicated by looking the Minimum Competence Criterion (MCC) of the English subject at the eighth grade which was 70 could not be achieved by the students Therefore, the researcher decided to continue to the next Cycle by doing some improvements.

**Research Findings Cycle II**

**Planning**

Before conducted the research in the classroom, the researcher prepared all the media that supported the students ability in descriptive text through Running Dictation technique, such as; lesson plan, teaching material, observation sheet, field notes, evaluation sheet, worksheet, and attendance list. The planning was made to avoid misconception of the action that would be done in the classroom especially during the teaching-learning process. The researcher had used the items in planning phase in order to help the researcher in conducting a good research.

**Action**

Implementation of Running Dictation Technique in the first meeting and second meeting of Cycle II was held 26th and 30th May 2023. In carrying out the action, the researcher carried out several activities. For the first, the researcher enters the class together with the English collaborator teacher and greets the students. As usual the teacher-collaborator suggestions of English students then she gave the researcher a chance to start. At the beginning of the teaching and learning process, the researcher checked the list of students by mentioning their names one by one and guiding the students to pray. To convince students whether they have studied at home, the researcher reviews and reminds students by asked several questions related to the last material. Furthermore, the researcher showed the results of last week's student work at the second meeting of cycle I and pointed out the mistakes made by students, invite students to focus more when the researcher explained the material. Next, the researcher explains more about the descriptive text specifically, especially adjectives, language features, generic structure and examples of descriptive texts and objects that are directly addressed to students so that students can immediately understand the text, the researcher explains slowly so that students can understand the explanation of the researcher.

Furthermore, the researcher began to train students to write descriptive texts with the Running Dictation procedure. Previously, the researcher had pasted random sentences on the classroom walls, then the researcher asked students to form groups and distribute their respective roles according to
what was instructed at the first meeting. from cycle I last week, then the students started the walking
dictation technique in accordance with the previous instructions from the researcher, and the next step
the students would compose random texts and then develop them into descriptive texts, then the
researchers collected students' work. In the second meeting the researcher gives tests to students, by
distributing evaluation sheet, this test aims to determine students' abilities in descriptive text and
students follow the instructions on this evaluation sheet then the researcher asks students to collect
their papers and students write them seriously and then the researcher asked the students to collect
their papers. Finally, the researcher gave conclusions about the material and closed the meeting by
greeting the students.

**Observasi**

In the observation phase, the English teacher-collaborator observed all the happening in the
classroom. She noted the all the students who had done and undone the activities during the teaching
and learning process. Also she observed how many aspects that the researcher done and undone in the
classroom. Furthermore, the researcher noted the weaknesses and strength during implenting the steps
of procedure of Running Dictation.

**The result observation students**

In the second meeting of Cycle II the researcher taught the students about the improvements
that has been designed in the previous meeting. In teaching the improvements to the students,it
showed from the result of observation sheet, most of the students had done the activities. Moreover,
the students’ value was upgrading, all of them passed of Minimum Competences Criterion (MCC) 70
scores. There were 10 students who got “Very Good” level (35 %) of 29 students, 13 students who got
“Good” level (44 %) of 29 students and there were 6 students who got “ enough” level (21 %). There
was no student in “ Less ” and “ Fail ” level. The higher value that the students got was 92 and the
lowest value is 71. The result in this meeting had passed MCC (Minimum Competence Criterion) that
has been specified. It can be inferred that the students’ descriptive text ability in writing had improve
after implementing Running Dictation in two Cycles.

**Analysis result of study**

In the Cycle II, the researcher examined the students’ ability in writing descriptive text by using
Running Dictation . After checked the result of the students’ evaluation test describing person, it can
be explained in table below:

**Table 2 The Result of the Students’ Ability In Writing Descriptive Text by Using Running Dictation**

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very good</td>
<td>85 -100</td>
<td>10 Students</td>
<td>35 %</td>
</tr>
<tr>
<td>2.</td>
<td>Good</td>
<td>75 – 84</td>
<td>13 Students</td>
<td>44 %</td>
</tr>
<tr>
<td>3.</td>
<td>Enough</td>
<td>60 – 74</td>
<td>6 Students</td>
<td>21 %</td>
</tr>
<tr>
<td>5.</td>
<td>Less</td>
<td>40 – 59</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
The data from the table above explained that the students’ ability in writing after applying Running Dictation technique was very good and in improve the students’ ability in writing descriptive text. There were 10 students who got “Very Good” level (35 %) of 29 students, 13 students who got “Good” level (44 %) of 29 students and there were 6 students who got “ enough” level (21 %). There was no student in “ Less ” and “ Fail ” level. The result of the students writing test cycle II could be viewed in the following graphic.

**Reflection**

In the Cycle II, the researcher examined the students’ ability in writing descriptive text by using Running Dictation. After checked the result of the students’ evaluation test describing person, the students’ability in writing ability by used Running Dictation Tecnique improved the students’ ability in the cycle II. It was indicated by looking at the Minimum Competence Criterion (MCC) could be achieved by the students (100%).

**Discussion**

Based on the result of observation and evaluation sheet, it showed that there was upgrading of the research result. It could be verified from the percentage of the students who had done the activities and the activities that done by the researcher. Upgrading of the research result could be elaborated below.

In Cycle I especially in the second meeting, the researcher had conducted the evaluation to the students’ ability in describing person. The result of evaluation showed that there were 1 students (3,44 %) who got the value classified in “very good” level. There were 3 students (10,34 %) who got the value classified in “good” level. There were 6 students (20,68 %) who got the value classified in “enough” level. And there was 19 student (65,51 %) who got the value classified in “less” level. The highest score that the students got was 85 and the lowest score that the students got was 53 . Based on the students value in cycle I, it can be concluded that the students’ ability in writing Cycle I still less, the students were not able to write descriptive text.

The failness of the students in Cycle I was caused of the some students were not active in doing teaching learning process, the students’ percentage activities in the first meeting of Cycle I only 81 % in the first meeting and 82% in second meeting. There were some activities undone by the students such as; some of student did not consider their opinion about generic structure and listen the researcher gave instruction , some of students did not give their attention when researcher explained the topic, etc. Therefore, the researcher decided to continue in Cycle II, by implementing the improvements.

In the second meeting of Cycle II the researcher taught the students about the improvements that has been designed in the previous meeting. In teaching the improvements to the students, it
showed from the result of observation sheet, most of the students had done the activities. Moreover, the students’ value was upgrading, all of them passed of Minimum Competences Criterion (MCC) 70 scores. There were 10 students who got “Very Good” level (35 %) of 29 students, 13 students who got “Good” level (44 %) of 29 students and there were 6 students who got “ enough” level (21 %). There was no student in “Less” and “Fail” level. The higher value that the students got was 92 and the lowest value is 71. The result in this meeting had passed MCC (Minimum Competence Criterion) that has been specified. It can be inferred that the students’ descriptive text ability in writing had improve after implementing Running Dictation in two Cycles.

CONCLUSION

The research findings was Running Dictation technique can improve the students writing ability at the eighth grade of SMP Negeri 4 Gunungsitoli. Based on the findings that the researcher gets in analysis the data, the researcher takes the conclusion as follow:

In the Cycle I, most of students could not pass the Minimum Competence Criterion (MCC) which stated at school was 70 score. There were 1 students (3,44 %) who got the value classified in “very good” level. There were 3 students (10,34 %) who got the value classified in “good” level. There were 6 students (20,68 %) who got the value classified in “enough” level. And there was 19 student (65,51 %) who got the value classified in “less” level. The highest score that the students got was 85 and the lowest score that the students got was 53. Based on the explanation above, the researcher concludes that the students descriptive text ability in writing through Running Dictation was still unable to improve the students’ ability in the Cycle I. It was indicated by looking the Minimum Competence Criterion (MCC) of the English subject at the eighth grade which was 70 could not be achieved by the students Therefore, the researcher decided to continue to the next Cycle.

In Cycle II, the students’ ability got improvements in writing ability especially in Running Dictation technique, there was no students categorized into fail criteria, the students got score higher or same than Minimum Competence Criterion there were 10 students who got “Very Good” level (35 %) of 29 students, 13 students who got “Good” level (44 %) of 29 students and there were 6 students who got “enough” level (21 %). There was no student in “Less” and “Fail”. The higher value that the students got was 92 and the lowest value is 71. Based on the research findings above, the researcher concluded that Running Dictation technique improved the students’ writing ability at the eighth grade of SMP Negeri 4 Gunungsitoli.

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