Running Dictations Game to Students Writing Skills

Seriani Hutasuhut[*1], Hotdalila Daulay[2]

[1,2] MTs Mardhotillah Boarding Tapanuli Selatan, Indonesia

email: [1]seriani.zhaa11@gmail.com , [2] daulay.lila@gmail.com

Abstract This research is intended to investigate the effect of Running Dictations Game to Students Writing Skills at the Second Grade of MTs Mardhotillah Boarding Tapanuli Selatan. This research was designed with quantitative research with experimental method. The sample were VIII B as experimental class that consisted of 11 students and VIII C as control class that consisted of 10 students. The data were collected through pre-test and post-test in oral test type dictation directly that given by teacher and analyzed by using t-test formula. The finding showed that the mean score of experimental class was higher than the mean score of control class. After doing T-test, the researcher found that $t_{count} > t_{table}$ (6.49 > 2.093). Therefore, alternative hypothesis (H_a) of this research was accepted null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of using Running Dictations Game to Students Writing Skills at the Second Grade of MTs Mardhotillah Boarding Tapanuli Selatan.

Keywords: *Running dictations Game; Writing Skills; Boarding School; Pre-Test; Post-Test*

Abstrak Penelitian ini bermaksud untuk menemukan pengaruh dari Game Dikte Berlari Pada Skill Menulis Siswa di Kelas 2 MTs Pesantren Mardhotillah Tapanuli Selatan. Penelitian ini didesain dengan penelitian kuantitatif dengan metode eksperimental. Sampelnya merupakan kelas VIII B sebagai kelas eksperimen yang terdiri dari 11 siswa. Dan kelas VIII C sebagai kelas kontrol yang terdiri dari 10 siswa. Data dikumpulkan melalui pre- test dan post-test dalam bentuk tes langsung jenis dikte secara langsung yang diberikan oleh guru dan dianalisis menggunakan rumus t-test. Penemuan menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi dari pada kelas control. Setelah melakukan T-test, peneliti menemukan bahwa $t_{count} > t_{table}$ (6.49 > 2.093). Adapun H_a dari penelitian ini diterima sedangkan H_0 ditolak. Itu bisa disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan Game Dikte Berlari Pada

Skill Menulis Siswa di Kelas 2 MTs Pesantren Mardhotillah Tapanuli Selatan.

Kata Kunci: *Game Dikte Berlari; Skill Menulis; Pesantren; Tes Awal; Tes Akhir.*

INTRODUCTION

Writing skill is one of the language skills which are very important to be learned in all of age of school. As stated by (Weigle 2002), for an overview of mother tongue and language education internationally, it is clear that writing is an important part of the curriculum in schools from the earliest grades onward, and the most children in countries that have a formal education system will learn to write, at least at a basic level, in that setting. In Indonesia, writing has been learned since Kindergarten School even just writing some vocabulary words.

Based on (Yi 2009) , writing skill is defined as the ability to perform writing tasks for a given purpose, satisfy a given discourse community with regard to the structured and content of the discourse, and communicate functionally. Good writing allows everyone to communicate the message with clarity by good structure and also easier to understand the content. Likewise, Hyland (2002) has highlighted that writing is an essential problem solving that implies different processes. It can be concluded that writing is a skill that allow people to communicate and convey meaningful messages to interact with readers within a context.

White and Arndt (1996) defines writing as a thinking process, since writer needs to know how to organize ideas and messages appropriately by changing, revising, and adding words or structures before moving forward, those thoughts are finally imprinted in written form. Moreover, Saptoka (2012) states that not only the writing process can help to reconstruct thinking into written form; it also supplies important clues for improving coherence of text.

English as a second language see writing as a complex process. It is a common situation that a learner's skills and strategies, used in reading and writing in the first language, are transferred into other language (Shin and Crandall 2014). Thus, many students do not like writing lesson because they

considered writing is complicated or the way of lesson may monotonous. It is supports with (Westwood 2008) statement that written language perhaps the most difficult of all skills to acquire because it is development involves the effective coordination of many different cognitive, linguistics and psychomotor processes. The knowledge about how to arrange an interesting paragraph, how to think of the idea, also how to have an adequate vocabulary are important to establish an effective coordination of paragraph.
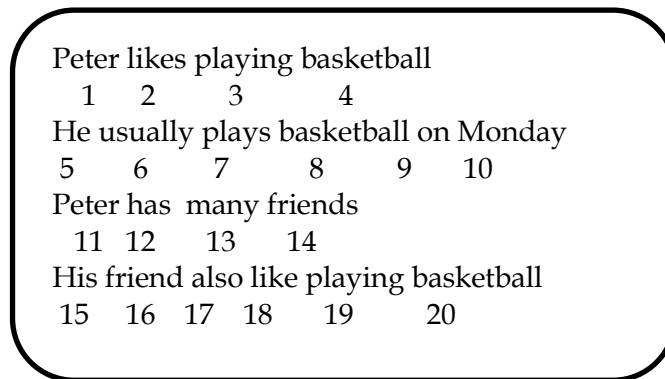
From the explanation above, the researcher concluded that writing is very important to be learned by the students of English learner. It is crucial to be discussed because teaching a foreign language especially English is not easy as teaching the first language. If the students or teacher learn a foreign language, they will meet many methods, approaches or technique to help the students in learning process. In this case, an effective technique is needed to make the process of learning become interesting. To overcome the problem are mention before, the English teacher need to think about various way how to make the students easier to think and can write the word or sentence correctly. Running dictation game is a one way that can overcome those problems. It is one of technique that can make students interested to study and make students not frustrated to past the learning process.

According to Walner (2014), running dictations is the activity that learners run to a text and read it and then pass the information verbally to a partner who either has to write down the entire text or filling missing words into a gapped text. It is go with Hest (2001) opinion that stated that running dictation is the technique were the students work in group to dictate the sentence, there is a runner and the writer in each group. With running dictation, the teacher cuts out the copies of text about 4 copies and putting them in the classroom or even out of the classroom. It is simply good to be hearing because makes students run and make their bodies are moved.

According to Cohen in Zulraudah (2014), small group in running dictation can be a way to reach good learning process. Running dictation is an easy and fun activity which is suitable for any levels where there must be a writer and

runner. At list it also can be done in pairs. Additionally, running dictation is an integrative learning activity that involves reading, speaking, writing and listening (Chai 2011). So, running dictation not only improves writing skills, but also can develop four English skills in English. This game allows students to appreciate in the class aloud with no fear. This game can be apply with various way, with applying pictures, places, many sentence, applying or learning testing, and as a warmer.

Running dictation is an easy and fun activity which is suitable for any levels. It always worked well with teenagers and also worked for low kids (Zulraudah 2014). In this case, the teacher let every word of the text described by a number placed next to or below the words. The numbers will help the students to easily identify which part of text they should be read. Each runner should memorize at least 3 words for dictation each time. The example can be seen as below:

Peter likes playing basketball
  1   2   3   4
He usually plays basketball on Monday
 5   6   7   8   9   10
Peter has many friends
  11 12   13   14
His friend also like playing basketball
 15   16 17 18   19   20

Based on statement above, the researcher concluded that running dictation game is given in small group. Running dictation give more experience for students by giving various way that make students past the learning process by enjoy the activity and fun learning process. There are some steps of doing running dictation game. Based on Nurdianingsih (2018) the steps of running dictation game are:

a. Putting some copies of text on the wall, whiteboard or blackboard which are available in classroom;

b. Students are divided into some groups. The sum of group and the members each group depend on how many students in the class;

c. Each students in the group will be a writer and the others will be a runners;

d.   First runner has to run and read the copy of the text on the wall. He has to remember what he has read. If he has remembered what he has read, he comes back to his group and tells the writer about what he read. The writer must write it correctly;

e.   The second take runs to do the same activity that first runner has done before. The other runners also do it. After all of group finished, each members of group takes the original text and do correction about their working.

The steps of running dictation also occurs on (Resourch Center TESOL, n.d.), Below the steps of running dictation will be presented as more additional knowledge for readers. They are:

a.   Every group assigns 2 runners and 2 scribes. The runner's duty is to the dictation text, read it, run back and dictates it phrase by phrase to the scribes who will write it down;

b.   A time limit is set e.g. 5 mins or a series of text can be spelled and when it ends, the activity ends;

c.   After a short while, the teacher shouts 'change!' and the group will change runner;

d.   The group are given 1 min to edit what they have written;

e.   The group exchange their writing and check each other work based on dictation text;

f.   Only one runner can run to the texts at any one time;

g.   The runners cannot write for the scribes and the scribes cannot run to the texts;

h.   The dictation text must remain on the chair at all times, it cannot be brought back to the scribes.

Based on several points above, there are so many procedures of running dictation game. It can be summarized that the students are divided into some groups in which each group has a writer and runner. The runners have to read some words or a sentence on the wall and tell what they read to the writer. After all finished, each members of group do the correction of their working to the original words or sentence.

In addition, Madsen (1983) stated that there are many advantages of running dictation:

a. It can measure general proficiency in English, including many of integrative skills use in writing;

b. It is easy to prepare;

c. It can be scored with good consistency;

d. It is much harder to cheat on than multiple choices, completion, or close tests.

Based on explanation above, the researcher can concluded that knowing the advantages of running dictation game can be a reference whether the game can be applied in teaching and learning process.

On the other hand, there disadvantages of this game also stated by Madsen as follows:

a. It is difficult to use for diagnostic purposes. It combines writing and listening;

b. It is not usually helpful in measuring short-term progress;

c. It is not as easy to correct as multiple choice, completion, or else test.

It can be concluded that except have positive effect, running dictation also have weakness. Those advantages and disadvantages hopefully can be a consideration for teachers to think of how the advantages of running dictation have so many positive feedback that the negative one.

Several related studies have been conducted to see how the effect of running dictations on students writing skills. The First is (Mutmainnah 2017), he conducted a study about the influence of running dictations strategy toward students writing narrative skill. He found that the students faced some problems in expressing ideas while writing, especially narrative text. After the result gotten, the result shows that there is positive and significant influence of using running dictation strategy toward students writing narrative text skill.

Second is (Hayati and Syafitri 2020), This study carried out to discuss how the teacher use running dictation game to improve student's English skill based on articles. This research was library research were the technique of collecting data consisted of primary data and secondary data. The result of the research was

taken from four articles and concluded that using running dictation game can improve four English skills which are speaking, writing, listening and reading.

Third is (Nurdianingsih and Rahmawati 2018), the objective of this research is to know whether or not the implementation of running dictation technique could be an effective technique in teaching writing. The method used was an experimental research. The implementation can improve students writing, memorizing, and communicating cooperatively with their group and of course it can improve students 'creativity during teaching and learning process. Besides that, running dictation technique gives good contribution and had a positive effect in improving students writing skill achievement.

Forth is (Riyanti 2017). This research is mainly aimed to improve writing skills using running dictation game and rapid writing strategy. The methodology of research was classroom action research by implemented two cycles. The last is (Destiana, Bahri, and Inayah 2019). This study focused to improve the listening for detail sub skill by applying running dictation. In thus, the researcher found that running dictation is one of way to improve listening for detail sub skill in listening classroom.

Regarding those researches, it is important to investigate the implementation of running dictation game to students writing skills. Therefore, the research try to seek the answer by answering these following statements; 1) How is students' writing skill before using running dictation game? 2) how is students' writing skill after using running dictation game?.

METHOD

This research is categorized into quantitative research method with pre-experimental design type of one group pre-test and post-test design. One group pre-test and post-test design involves single group which is pre-test, treatment, anf post-test. The populations were the second grade of MTs Mardhatillah Tapanuli Selatan with the sample 11 students that taken from class VIII B as experimental class and from class VIII C consisted of 10 students. In this research the sample took by using purposive sampling by specific purpose. The students mostly have problem on writing skills and the writer interested to treat

those classes by seeing the different after applying this running dictation game. Therefore, the writer chose VIII B and VIII C as the sample of this research.

The data was collected by asking the students to write the sentence by teacher dictation for pre- test and post-test. For treatment, the teacher asked the students to write by applying running dictation game.

RESULT AND DISCUSSION

Based on the research that was conducted to class VIII B students MTs Mardhotillah Tapanuli Selatan, the result showed that many students score in both of class were getting increased. The students in VIII B as experimental class which has 11 students got very significant raising score. Meanwhile in VIII C as control class consist of 10 students getting increased, but not very significant.

The writer found that the total score on students answer sheets while post -test in experimental class was higher than in control class. It can be observed that in experimental class the highest score was 91 and the highest score in control class was 80. The lowest score of experimental in post- test was 60, meanwhile in control class was 49. To make the easier in seeing the comparison of the data, the writer makes them in this following table.

Table 1
The Comparison Data of Experimental Class and Control Class
in Post Test

Descriptive	Experimental Class	Control Class
Total Score	811	647
High Score	91	80
Lowest Score	60	49
Mean	75.09	66
Median	74.6	74.5
Modus	75.6	74.12
Range	31	31
Interval	7	7
Standard Deviation	9.09	10.84

To get the data description of both of classes, the researcher presented them into this following histogram.

Frequency
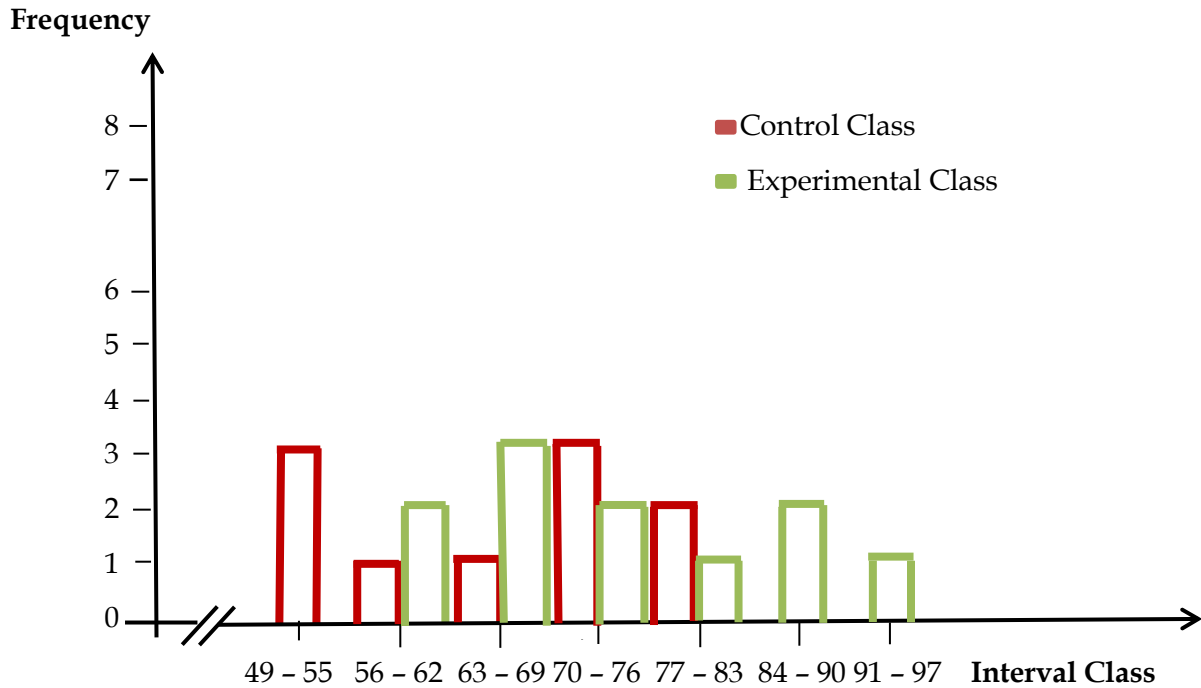
Figure 1 Comparison data Post- Test between Experimental Class and Control Class

The figure 1 described the students score based on the interval class. It can be seen the comparison the lowest score and the highest score of experimental and control class in post- test. The lowest score was shown at the first diagram. Besides, the lowest score at the last diagram. The green diagram showed the experimental class, while the red one showed the control class.

From histogram above, in experimental class the frequency of the students from 49 – 55 was 0 (no one students); 56 – 62 was 2 students; 63 – 69 was 3 students; 70 – 76 was 2 students; 77 – 83 was 1 student; 84 – 90 was 2 students and 91- 97 was 1 student. In control the frequency of the students from 49 – 55 was 3 students; 56 – 62 was 1 student; 63 – 69 was 1 student; 70 – 76 was 3 students; 77 – 83 was 2 students, 84 – 90 was 0 (no one students) and 91 – 97 was 0 also (no one students).

The researcher also using parametric test by using T-test formula to analyze the hypothesis. After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Hypothesis alternative (H_a) of the research was "There was

significant effect of using Running Dictation Game on Students Writing Skills at the second grade of MTs Mardhotillah Tapanuli Selatan".

The result of t_{table} above was found after calculating the data by using t-test formula. The hypothesis test was two criteria. They are if $t_{count} < t_{table}$ H_o is accepted. And if $t_{count} > t_{table}$ H_a is accepted. Based on the researcher calculation in pre- test, the researcher found that t_{count} 1.73 while t_{table} 2.093 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 19$. Cause $t_{count} < t_{table}$ (1.73 < 2.093), it means that hypothesis H_a was rejected and H_o was accepted. So, in pre-test, the two classes were same. There is no difference in both of classes. But in post- test, the researcher found that t_{count} 6.49 while t_{table} 2.093 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 19$. Cause $t_{count} > t_{table}$ (6.49 > 2.093), it means that the hypothesis H_a "there was significant effect of using Running Dictation Game on students writing Skills at the second grade of MTs Mardhotillah Tapanuli Selatan was accepted. The result of t-test was as follow:

Table 2
Result of T-Test from the Both Average

Pre- Test		Post Test	
t_{count}	t_{table}	t_{count}	t_{table}
1.73	2.093	6.49	2.093

Based on the calculation of t-test above, it can be concluded that there was significant effect of using running dictation game in writing skills at MTs Mardhotillah Tapanuli Selatan. In this case, the mean score of experimental class after using running dictation was 75.09 and mean score of control class by using teacher technique was 66. The gain score was 9.09. The calculation can be seen in the following table:

Table 3
Gain Score of Experimental Class and Control Class

Class	Pre –Test	Post- Test	Gain score
Experimental	44.5	75.09	30.59
Control	47.1	66	18.9

Based on above table, the researcher found that the gain score of students at experimental class was 30.59, while the gain score of students at control class was 18.9. It can be concluded that students' score of experimental was higher than the students' score in control class.

Based on the result of the data analysis, the researcher discussed the result of this research on the effect of using running dictation game on students writing skills, where the result mean score experimental class was higher than control class. The mean score of experimental class after using running dictation game was 75.09 and mean score of control class by using teacher technique was 66. It has been discussed by Nurdianingsih (2018), stated that the implementation of running dictation game could be an effective technique in teaching writing. The implementation can improve students writing, memorizing, and communicating cooperatively with their group and of course it can improve students 'creativity during teaching and learning process. Besides that, running dictation technique gives good contribution and had a positive effect in improving students writing skill achievement

The same result also found by Mutmainnah (2017) that also using quantitative research type experimental. The result showed that there is positive and significant influence of using running dictation strategy toward students writing skill. Another result also exist by (Hayati and Syafitri 2020) that discuss about article review of running dictation game. This article very different with others because this article used library research design and the researcher got the result from four articles to finish the article. The result found that using running dictation can improve four English skills such speaking, listening, reading, and writing.

From the result that was previously stated from the first, second and the third researcher it was proved that the students score that taught by using running dictation got better score. As in the research, the mean score of experimental class in post- test got higher result then in control class (75.09 < 66).

After looking the students' score in experimental class after using running dictation game in writing skills, this game can help the students to develop their interest in writing activity.Based on the result of the data analysis, the researcher found that many scores of students getting raising score. Before applying the

game, most of students in class VIII B getting difficulties and feel boring to write the words or sentence that given by teacher.

CONCLUSION

Based on the result of the research, the conclusion of this research stated that students writing skills at the second grade of MTs Mardhotillah Tapanuli Selatan before learning by using running dictation game in experimental class was in low category, it was at 44.36. The students writing skills at the second grade of MTs Mardhotillah Tapanuli Selatan after learning by using running dictation game in experimental class was 811. Also can be seen the higher score after using running dictation game (experimental class) was 91 and the lowest score was 60. So it can be concluded that there was significant effect of using running dictation game on students writing Skills at the second grade of MTs Mardhotillah Tapanuli Selatan. It can be seen from the result of t-test. The result found that t_{count} was higher than t_{table} (6.49 > 2.093). It means that the hypothesis H_a was accepted and H_o rejected.

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