STATEMENT OF AUTHORIZATION

I hereby certify that this research paper entitled *The Use of Running Dictation in Improving Students' Writing Descriptive Text Ability* is completely my own work. I am fully aware that I have quoted some statements and ideas from sources and they are stated and acknowledge properly in this paper.

Bandung, January 2015

Ghina Nur Ilma

Abstract

This study is entitled "The Use of Running Dictation in Improving Students' Writing Descriptive Text Ability." This study was intended to find out whether or not Running Dictation was effective in order to improve students' writing descriptive text ability. It was aimed at investigating the students' responses toward the effectiveness of running dictation used for improving students writing descriptive text. The study used the pre-experimental design one group pre-test post-test. The participant of the study was one class of seventh grade of SMPN 11 Bandung. The data gained through a pre-test, post-test, and questionnaires. The data from pre-test and post-test were then analyzed by using SPSS 13.00 for Windows Program. The data from questionnaires were analyzed using a Likert Scale. The computation results of normality test showed that the p-value (sig) 0,502>0,05 for pre-test and 0,488>0,05 for post-test. The results of paired t-test present that the significance 2 tailed was 0.000. It is lower than 0.05. Therefore the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It indicated that there was difference between the pre-test and post-test score after treatments. Furthermore, the results of questionnaires showed that most of the students (84.00%) gave positive responses toward the effectiveness of running dictation in teaching writing descriptive text. It can be put forward that Running Dictation is effective used for teaching writing descriptive text, the students are enjoyable during the teaching and learning process through running dictation. The students are more motivated and active in the class. Running dictation can make the class have fun and students look happier.

PREFACE

In the name of Allah SWT, The Exceedingly Gracious, The Exceedingly Merciful and The Source of Peace and Safety in the universe so that this research paper entitled *The Use of Running Dictation in Improving Students' Writing Descriptive Text Ability* finally has been accomplished. This research paper is a part to fulfill one of the requirements for earning the *Sarjana* Degree at English Department, Faculty of Arts and Letters, Pasundan University.

Due to the lack of knowledge, I admit there may be some weakness in this research and it is still far from the perfection. Therefore, constructive criticism and suggestion are very welcome for the betterment of this research paper.

Hopefully this research paper will be useful and beneficial for the readers, especially for those who are interested in the teaching and learning research and education.

Bandung, January 2015

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Bandung, January 2015

Ghina Nur Ilma

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Chapter I

Introduction

This chapter deals with background of the study, identification of the problems, research problems, aims of the study, significances of the study, and limitation of the study.

1.1 Background of The Study

Language is the source of communication. It is the way through which we share our ideas and thoughts with others. There are a lot of languages in this world. Because every country has their own national language, then they have different local languages spoken and understood by their people in different regions.

In recent years, English is more and more popular in the world. People in the world should master English in order to find good job. In addition, by speaking English, people could be succeed in business, traveling, interacting through internet, interacting with other people in the world, doing research, etc. That is why English should be mastered.

In Indonesia, English is the important language for Indonesian because Indonesia which is the developing country. Indonesian should master English as the human resource of Indonesia should be developed through the time. Without mastering English, Indonesian would be left behind and cannot participate to face the challenge in the era of globalization and the era of competitiveness.

According to the 2004 and the 2006 curriculum, Indonesian students should learn English. English is the compulsory subject for Indonesian students. Mastering English can

give a lot of adventages, especially for students, they can open the opportunities to join and compete the Olympic competition among a lot of countries. Beside that, mastering English can give opportunity for students to go abroad and continue their study in other countries.

Students have to master the four language skills: listening, speaking, reading, and writing to know the use of English. However, writing is the most difficult and complicated skill to be learned if it is compared to other language skills, especially for students of SMPN 11 Bandung. It is because of writing is not only mustering how to use language but also everything about what we are going to write and the way we arrange and write it. In Indonesian curriculum, students are demanded to write various text types, one of which is descriptive text. To solve the students' problem in writing the descriptive texts, one technique that can be used to help them better is through running dictation.

Based on the explanation above, this study investigates whether the use of running dictation technique can improve the students' writing descriptive text ability or not. In other words, it is to know the students' response toward the use of the running dictation technique. The writer proposes the research paper entitled The Use of Running Dictation in Improving Students' Writing Descriptive Text Ability, to help students to master their writing ability better.

1.2 Identification of the Problem

According to the background that was described above, writing is very important in every language, in this case in English, because writing is not only mustering how to use language but also everything about what we are going to write and the way we arrange and write it.

There are many problems in teaching English especially in writing descriptive text. It can be covered many factors or points; it can be learning process, the technique used for teaching to

students lack of vocabulary and structure. In addition, most students get difficulties in writing because they have less motivation and they are not enthusiastic to do a writing practice.

Teachers play the important role in teaching and learning process. In teaching writing, they may try to apply many kinds of technique, and in the writer's opinion running dictation can be applied to help student to have writing ability better.

Running dictation is one of the techniques used for teaching writing that can be appllied to improve students' writing descriptive text ability. Through this technique, student are hopefully could write easily and could have fun during writing lesson.

1.3 Research Problem

The questions of the research are stated as follows:

1. How effective is Running Dictation use for improving students' writing descriptive text ability?
2. What are students' responses towards running dictation technique in writing Descriptive texts?

1.4 Aims of the Study

The aims of the research are stated as follows:

1. To investigate whether or not running dictation technique can help students improve their writing ability in writing descriptive texts.
2. To find out the students' responses towards the use of running dictation technique in writing descriptive texts.

1.5 Significance of the Study

From theoretical view, the findings are expected to contribute to theories of running dictation technique in writing Descriptive texts and serve as a base for future studies especially in EFL context.

As to practical significance, the findings of the research will provide general guidance for teacher to apply running dictation technique in their classroom especially in EFL context.

1.6 Limitation of the Study

This research focuses on finding out whether the use of running dictation technique can help students improve their writing ability or not, and it relates to the generic structure and linguistic features used in writing descriptive text and investigating how the students response to the use of running dictation technique.

Chapter II

Theoretical Foundation

This chapter presents the theoretical foundation of the research deals with firstly writing theory, covers the definition of writing, characteristics of written language, the purpose of writing, and teaching writing. The second is dictation, covers the definition of dictation and the types of dictation. The third is descriptive text. The last one is the steps of teaching writing through running dictation technique.

2.1 Writing Theory

The subchapters below will explain about the definition of writing and the purpose of writing.

2.1.1 Definition of Writing

Writing is the product of thinking, drafting, and revising procedures that requires specialized skills (Brown, 2001, p. 335). Writing is the process of putting ideas down on paper to transform thoughts into words, to sharpen the main ideas, to give them structure and coherent organization (Brown, 2001, p.336). Another definition of writing according to Caroline (2006) writing is a combination of process and product of discovering ideas, putting them on paper and working with

them until they are presented in manner that is polished and comprehensible to readers.

In addition, Harmer (2007) said:

Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language for a child is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.

Thus, it is stated that writing is one of language skills which combine the process and the productive skill that can be used to preserve thoughts, ideas, and speech sounds.

2.1.2 Characteristics of Written Language

There are seven characteristics of written language; based on Brown (2001:341-342), they are:

1. Permanence, written language should have the power to correcting the text, to clarify, and to withdraw, therefore the teacher is expected to be able to guide, to facilitate, and help the students to revise and refine their work, and thus the students feel confidence when they write.

2. Production time, the efficient time in writing process, the goal is to train the students to make the best possible use of limitation time.

3. Distance, the students' perspective; general knowledge, cultural and literary schemata, and specific subject matter knowledge about what they write.

4. Orthography, The differences between our native language with English.

5. Complexity:

- How to remove redundancy.

- How combine sentence.

- How to make references.

- How to create syntactical and lexical variety.

6. Vocabulary, the students' mastery of vocabulary.

7. Formality, the students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

2.1.3 The Purpose of Writing

As the matter of fact, the purpose of writing is very important, since it will decide the quality of writing itself. As Harmer (2007) stated that the first thing the authors should do before writing is considering the purpose of their writing since it will influence not only the type of text they wish to create, but also the language they use, and the information they choose to include. Furthermore, Sean (2009) states that knowing your purpose before you put pen to paper or fingers to keyboard; it will ensure whatever words fall in front of your reader's eyes. It is a part of an overall structure that is carefully chosen to avoid inappropriate readers' response. For instance, when the author wants to write a text for children, the language that is used has to be suitable for children.

According to Lombardo (2010); there are five purposes of writing. First is to inform, which is giving the fact as objective as possible. Second is to explain, which is explaining how something works and why something happened. Third is to persuade, which is convincing the readers to be in the same perspective with

the writer. Fourth is to entertain, which is entertaining the readers with the enjoyable writing. Fifth is to describe, which is revealing something about a subject as detail as possible.

Based on explanation above, five purposes are to inform, to explain, to persuade, to entertain and to describe. It depends on the target reader and the purpose. In order to reach the purpose of writing, process of writing is also important.

2.1.4 Teaching Writing

Harmer (2007: 261-162) states the teacher not only needs to deploy some or all of the usual roles when they ask students to write, but also they should have the ones of these important roles when they are teaching writing, the roles are: motivator, resource, and feedback provider.

Based on Harmer, when teaching writing teachers are expected to act as:

1. Motivator: teacher will be able to motivate the students, create the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much

effort as possible for maximum benefit, and also help them to generate their idea.

2. Resource: teacher should be ready to supply information and language where necessary. Teachers need to tell the students that they are available and be prepared to look the students' work as it progress, offer advice and suggestions in a constructive and tactful way.

3. Feedback provider: teacher should respond positively and encouragingly to the content of what students have been written.

2.2 Dictation

2.2.1 Definition of Dictation

Dictation has been used in language learning for several hundred years, and methodologists have often made pedagogical claims for its value. Dictation is the process of writing down what someone else has said. With young children, dictation offers a way for a parent or a teacher to record a child's thoughts or ideas when the writing demands surpass writing skills. Dictation provides a chance for an adult to model many writing behaviors including handwriting, matching sounds-to-letters to spell words, and sentence formation.

Dictation is technique used in both language teaching and language testing in which a passage is read aloud to student or test taker, with pauses during which they must try to write down what they have heard accurately as possible. Basically, this is a

technique used to know how much student ability to recognize and identify the spoken language.

In addition, John Flowderdew (2010) described dictation as a simple technique that the listener listen to an oral text and write down what they hear, the passage may be presented in segments, or information units, so the learner has time to process the language and write down. While according to Sonya Shafer dictation is useful to reinforce punctuation and grammar by studying a selected sentence or passage from a living book rather than just a list of words.

Davis and Rinvolucri (1988: 4-8) list 10 reasons for using dictation in the foreign language classroom, those are:

1. The students should be active during the exercise.
2. The students should be active after the exercise.
3. Dictation should be lead to oral communication activities.
4. Dictation should be fosters automaticity and unconscious thinking.
5. Dictation should be copes with mixed-ability groups.
6. Dictation should be suitable for the large group.
7. Dictation should be often calm down groups of students.
8. Dictation should be safe for the non-native speaker.
9. Dictation should be interesting exercise
10. Dictation should be providing access to interesting texts..

2.2.2 Types of Dictation

Miguel Bengoa describes the types of dictation, those are:

a. Dictogloss is a <u>language teaching technique</u> that is used to teach <u>grammatical structures</u>, in which students from small groups and summarize a <u>target-language</u> text.

b. Running dictation is a type of dictation in which students run to a text, and dictate to their friend one sentence by sentence.

c. Shouting dictation is a <u>classroom</u> exercise in which students shout a text to their partner.

d. Gapped dictation is a <u>dictation</u> activity carried out in pairs in which each student has a text with opposite words missing.

2.3 Descriptive Text

This topic present several theories of descriptive texts as the definition of descriptive text, generic structure of descriptive text, language features 0f descriptive text, teaching writing descriptive text and the importance of teaching writing descriptive text.

2.3.1 Definition of Descriptive Text

In the school based curriculum, there are some genres that are assisted by the method of teaching learning process in the Junior High School namely descriptive, procedure, narrative, recount, and report text. However, in this research, the writer is going to focus on descriptive text

Descriptive text is one of English genre text which should be mastered by the students. According to Emilia (2011), descriptive text is a kind of text that aims to give information about something or someone. Meanwhile, Gerot and Wignell (1995:208) stated that descriptive text is a kind of text which is aimed to describe a particular person, place, or thing.

Based on explanation above, it can be concluded that descriptive text is a kind of text which is aimed to give information about something or someone and also describes a particular person, place, or thing.

2.3.2 Generic Structure of Descriptive Text

Every text has its own structure. Generic structures of descriptive text are identification and description (Derewianka, 1990; Gerot and Wignell, 1994; Emilia, 2011).

Table 2.1 generic structure of descriptive text

Generic structure of descriptive text	
Identification	**Description**
The first part is used to	This second part is usually

introduce phenomenon of thing which will be described or provides information about the subject matter	used to describe the parts of qualities, characteristics of the subject (Knapp and Watkins: 2005). In this part, Emilia (2011, p. 27), explains that the writer also can write some aspects, such as: • Description of Aspects: lists and elaborates the parts or qualities of the subject matter • Description of Activities: could be behaviors, functions, or uses of the object described.

Table 2.2 shows an example of generic structure of descriptive text written by seventh grade student of one junior high school in Bandung. The title of the text is "*My Favorite Singer"*

Table 2.2 an example of generic structure of descriptive text

Identification	My favorite singer is Bruno Mars. He is an American singer. His name is Peter Gene Hernandez but he usually called Bruno mars. He was born on October 8, 1985 in Honolulu, Hawaii.
Description Aspects **Description of Activities**	Bruno Mars has brown skin and brown eyes. He has curly hair, thick mouth, and white teeth. He has a beautiful voice. Beside he is a singer; he is a song writer, record producer, model and dancer. Bruno Mars became the best digital selling artist for 2011 with three singles in the top ten including first place with 12,5 million sales the single "just the way you are" and he got many awards.

2.3.3 Language Features of Descriptive Text

Language features of the descriptive text have been observed by several writers. Such as Derewianka (1990), Emilia (2004), Knapp and Watkins (2005).

- Specific Participant (*teacher, house, cat)*;

- Simple present tense (*I have a cat, he wears glasses, has, eats, sings, lays, swim)*;

- Uses "linking verbs" (*is, are, has, have)*;

- Detail noun phrases to give information about subject (*it was a big ventilation, sweet young lady)*;

- Various adjective functioning to describe, number classify (*two strong legs, sharp white fang)*;

- Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (knapp and Watkin, 2005 p. 99), for example: *is, are, has, have*;

  (*My favorite thing **is** my hand phone because it **is** important for me. My mother **is** a beautiful woman. She **has** a pointed nose)*;

- Thinking and feeling verb to express personal opinion about the subject (*Police **believes** that the suspect is armed; I **think** it is a clever animal)*;

- Action verbs are used when describing behaviors/uses, (*Our new puppy **bites** our shoes)*;

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- Mental verbs are used when describing feelings in literary descriptions (*She **felt** unhappy. He **liked** dancing.*

2.3.4 Teaching Writing Descriptive Text

In determining what teaching writing strategy most appropriate to teach writing descriptive text, the teacher must always remember the main purpose of teaching writing. Generally, teaching writing descriptive texts starts from describing everyday/concrete knowledge and gradually moving to technical/abstract understanding (Knapp and Watkins, 2005). The followings and guidelines provided by Knapp and Watkins (2005) to teach students how to write descriptive text:

1. First, teacher must consider the level of language development of the students.

2. Teacher should plan language activities that will bring out students' everyday/concrete knowledge of specific object or situation.

3. As an experimental activity, teacher can take students out of the classroom to observe object or situation they will describe

4. Teacher can conduct a brainstorming session with the class to gather information on the specific aspects of the object or situation.

5. Using the information, teacher can ask students to write a short description of the object or situation.

6. Teacher discusses each classification by asking students to compare and contrast them. Then the teacher can move on to discuss each description, again by comparing and contrasting them.

7. Teacher can select several descriptions and ask students to edit and revise those descriptions so it can best represent students' knowledge on the object or situation.

8. Provide students with other object or situation and ask them to write description of that object or situation.

To some teachers, even after using this guideline, teaching writing descriptive texts may not be easy. It is particularly true when the purpose of teaching writing is to assist in developing students' language comprehension (focusing more on grammar, punctuation, vocabulary, etc), rather than to help students to become a better writer. The teacher needs to acknowledge and address various issues before he can successfully teach students to write.

2.4 The Steps of Teaching Writing through Running Dictation Technique

Running dictation is a type of dictation. The steps of using running dictation technique in teaching learning process are:

1. The teacher divides the class into five groups and provides some rewards.

2. The teacher provides five pieces of text that should be put on different places, for example on the wall, at the door, behind the door, on the table or on the white board.

3. The members of group read the text line by line and dictate them to his/her friends on succession.

4. This continues until every student get his turn to dictate the text to his friends and they finish writing the text.

5. When all the groups have finished, they sit down together and check the spelling and any missing words.

6. Finally, the students compare their version to the original and make any necessary corrections.

7. The teacher gives the reward to the group which becomes the winner, in other words this group succeeded in re-writing the text correctly and as fast as possible.

Chapter III

Research Methodology

This chapter presents the methodology of the conducted study to answer the two research questions previously stated in chapter one. It covers research design, research variable, research hypothesis, population and sample, research instruments, research procedure the data analysis.

3.1 Research Design

Regarding the main aim of this study that is to investigate the effectiveness of the use of running dictation to improve writing descriptive text ability, the study used quantitative method with one-group pretest-posttest of pre-experimental design. This kind of design compares the students' learning achievement before and after the treatments through the pre-test and post-test results. Hatch and Farhady (1982) proposed the design as follows:

$$T_1 \; X \; T_2$$
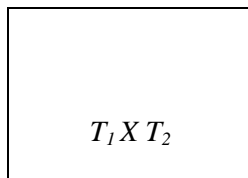
T_1 : *Pre-test*

X : *Running Dictation treatments*

T_2 : *Post-test*

This study used one-group pre-test-post-test of pre-experimental research design for several reasons. Firstly, for limited time and cost, it was not feasible to use the true experimental design. Secondly, there was no other method had been chosen as the treatment for control group.

3.2 Research Variable

According to Hatch and Farhady (1982), a variable can be defined as an attribute of a person or of an object which "varies" from person to person or from object to object. In addition Kerlinger (1973) said that variable is a constructs or characteristics which is got from different values and will be investigated by researcher in order to get a conclusion. Based on these explanations, we can conclude that variable is an attributes or characteristics or values from person, object or activity that have a specific variation and it choose by the researcher in order to investigate and to get a conclusion.

In order to measure and assess the relationship between variable in research, we must be able to indentify each variable according to the type of relationship that we expect to investigate. In this study there are two variables. They are independent variable and dependent variable.

According to Hatch and Farhady (1982), independent variable is the major variable which you hope to investigate. It is variable which is selected, manipulated and measured. Whereas, dependent variable is the variable which you observe and measure to determine the effect of the independent variable. In this study, the use of Running Dictation is the independent variable. Whereas, the dependent variable is the students' writing descriptive text ability.

3.3 Research Hypothesis

According to Purwanto and Sulistyastuti (2011), based on statistic test, the formula of hypothesis is defined in two formulas, H_0 (the null hypothesis) and H_a (alternative hypothesis). The form of H_0 is in negative form, while the form of H_a is opposite from H_0 or in other word in positive form.

In this study, the writer already made a hypothesis formula based on the titled such as follow:

H_0 = There is no difference achievement between the students' ability in writing descriptive text before and after taught by using running dictation.

H_a= There is significant difference achievement between the students' ability in writing descriptive text before and after taught by using running dictation

3.4 Data Collection

3.4.1 Population and Sample

Population and sample have an important role in conducting the study. According to Sugiyono (2009), population is a generalization region which consists of objects or subjects with specific qualities and characteristics which have been fixed by the researcher to investigate and finally get a conclusion. While sample is part of quantities and characteristics which have by the population.

In this research, as the population the writer chooses the seventh grade students of SMPN 11 Bandung 2014/2015. There are 13 classes and the total numbers of the seventh grade are 441 students. Meanwhile, the sample is class VII-1 consists of 40 students.

3.4.2 Research Instruments

In this research, the writer also uses instruments to collect the data. Research instruments used to measure the value of the variables that have been studied. In addition,

quantitative research instrument used to obtain the data and produce accurate quantitative data. Thus, each instrument must have a scale.

In collecting the data, there were two types of instruments in the study, namely writing descriptive text test; pre-test and post-test, and questionnaire. The writer uses a questioner with Likert Scale. According to Sugiyono (2009), Likert Scale is used for measuring person or group attitude, opinion, and perception about social phenomenon.

3.5. Research Procedures

3.5.1 Preparing the Lesson Plan

Before doing this research, the writer makes a lesson plan. The lesson plan is design to be implementation during treatment. The writer designs the lesson plan for 4 meetings. The first and the last meeting are allocated to conduct pre test and post test, while the rest 2 meetings are allocated to implement running dictation treatment. The lesson plan is design based on the National Curriculum of English for seventh grade students which consist of Competence Standard, Basic Competence, Indicator, Instructional objective, and Lesson Plan Material, method/technique, steps of activity, source lesson, and the evaluation.

3.5.2 Pre-Test

Pre-test is conducting for pre-experimental class in the first meeting. This test is intended to get the data of basic students' writing skill before they

received treatment. This group doing the test of makes composition of a descriptive text.

3.5.3 Treatment

In conducting the treatments, the writer acted as the teacher and the judge of the Running Dictation technique at the same time. In each meeting before using Running Dictation, the writer will gave writing descriptive text's concept such as generic structure and language features of descriptive text. Next they would start to use Running Dictation. The time allocation for playing the game was forty five minutes, including grouping of students and explaining the rule. There were some steps in using Running Dictation. First of all, the writer divides the class into five groups, and then provides five pieces of text that should be put on different places, for example on the wall, at the door, behind the door, on the table or on the white board. After that, the members of group read the text line by line and dictate them to his/her friends on succession. This continues until every student get his turn to dictate the text to his friends and they finish writing the text. When all the groups have finished, they sit down together and check the spelling and any missing words. Finally, the students compare their version to the original and make any necessary corrections.

The treatments were held two times, which lasted for 80 minutes for each meeting. The lesson plan is design based on the National Curriculum of English for seventh grade students which consist of

Competence Standard, Basic Competence, Indicator, Instructional objective, and lesson plan material, method/technique, steps of activity, source lesson, and the evaluation.

3.5.4 Post-Test

In the last meeting the writer provides post-test to students in pre-experimental class. This is conduct to find out the result of the whole treatment. The procedure of post-test is the same as pre-test.

3.5.5 Questionnaire

The last instrument was the questionnaire. It was used to investigate the students' responses toward the use of Running Dictation. The questionnaires were given after the pos-test on November 28, 2014.

3.6 Data Analysis

Data analysis includes scoring technique, data analysis on the pre-test, data analysis on the post-test, and data analysis on the questionnaires.

3.6.1 Scoring Technique

According to Arikunto (2012:187), there are two types of formula in processing the score for multiple choice tests, those are with punishment and without punishment. This research only used the formula without punishment in order to avoid the negative score. The formula proposed as follows:

$$S = R$$

S : Obtain score

R : Right answer

(Arikunto, 2012)

3.6.2 The Validity and Reliability Instruments Test

a. The Validity Test

In this study, the writer uses Content Validity for validity testing. According to Sugiyono (2009), content validity can be made by comparing the contents of the draft with the instrument that have been set. The writer uses coefficient of Spearman Brown rank correlation formula.

The coefficient of Spearman rank correlation formula that used to find the validity proposed as follows:

$$rs = \frac{\sum R(X)R(Y) - n\left(\frac{n+1}{2}\right)^2}{\sqrt{\left(\sum (R(X))^2 - n\left(\frac{n+1}{2}\right)^2\right)\left(\sum (R(Y))^2 - n\left(\frac{n+1}{2}\right)^2\right)}}$$

R(X) = Rank of X variable (items' score)

R(Y) = Rank of Y variable (total score)

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r_s = coefficient of Spearman Brown rank correlation

n = number of respondent

The data is calculated by SPSS 13.00 for Windows Program. After coefficient correlation (r) value was calculated, and the obtained value was gained, then it was compared to $r_{critical.}$ If $r_{obtained} \geq r_{critical}$, it means that the item is valid, and if the $r_{obtained} \leq r_{critical}$, it means that the item is not valid.

b. The Reliability Test

According to Hatch and Farhady (1982), reability was used to see the consistency of the result in a test when it is administered under similar conditions. Cronbach's alpha formula is used in this research for testing the reability. The formula of Cronbach's alpha is defined as:

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K}\sigma_{Y_i}^2}{\sigma_X^2}\right)$$

α = Cronbach's alpha

K = the total of all items

σ_X^2 = the variance of the observed total test scores

σ_Y^2 = the variance of each item score

The writer used SPSS 13.00 for Windows Program to process this test. After the coefficient was obtained, then it was interpreted based on the following categorization:

Table 3.1
Category of Coefficient Correlation of Reliability

Coefficient Correlation	Interpretation
0.0 – 0.20	Low
0.20 – 0.40	Moderate
0.40 – 0.70	High
0.70 – 1.00	Very High

(Arikunto, 2012)

3.6.3 Data Analysis on Pre-test and Post-test

After the pre-test and post-test, the next step was analyzing the output data. The output data were analyzed using an independent t-test to determine whether there is a significant difference between the means of the sample before and after treatments.

3.6.3.1 Normality Distribution Test

In analyzing the normal distribution, Kolmogorov-Smirnov's formula was used in this study. The test was calculated by using SPSS 17 for Windows Program. Three steps were involved in testing the normal distribution. **First**, the hypotheses and the alpha level were stated. The alpha level was set at 0.05 (two-tailed test). The null hypothesis (H_0) is that "the scores of the group are normally

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distributed", while the alternative hypothesis (H_A) is that "the scores of the group are not normally distributed". **Second**, the normal distribution of the data was analyzed by using Kolmogorov-Smirnov's formula on SPSS 13.00 for Windows Program. **Third**, interpreting the output data by comparing the significance gained with the level of significance (0.05). If the level of significance >0.05, it means that the distribution of the sample is not significantly different from normal distribution (normal), and then the null hypothesis is accepted. However, if the level of significance < 0.05, it means that the distribution is significantly different from normal distribution.

3.6.3.2 Paired Sample t-test

In analyzing the results of pre-test and post-test, paired sample t-test was used to compare the means' difference of the two tests. A paired sample t-test is used to determine whether there is a significant difference between the average values of the same measurement made under two different conditions. Both measurements are made on each unit in a sample, and the test is based on the paired differences between these two values. The usual null hypothesis is that the difference in the mean values is zero.

The null hypothesis for the paired sample t-test is H_0: $d = \mu1 - \mu2 = 0$

Where d is the mean value of the difference.

This null hypothesis is tested against one of the following alternative hypotheses, depending on the question posed: H1: d = 0

H1: d > 0

H1: d < 0

3.6.3 The Analysis on Questionnaire

The questionnaire used in this study was aimed to investigate students' responses toward the use of Running Dictation in their English class. Siniscalco and Auriat (2005: 3) state that "the main way of collecting this information is by asking people questions – either through oral interviews (face to face or telephone), or by self administered questionnaires, or by using some combinations of these two methods."

This study used a close-ended questionnaire with ten questions inside. Siniscalco and Auriat (2005: 23) add that "closed (or multiple choice) questions ask the respondents to choose, among the possible set of answers, the response that most closely represent his viewpoint. The respondent is usually asked to tick or circle the chosen answer."

The questionnaire consisted of ten statements that investigate students' responses toward the use of the Running Dictation in their English class. Then, the questionnaire was analyzed using Likert scale. Is addition, Dumas in Bucci (2003) states that "Likert scale is the most commonly used question format for assessing participants' opinion of usability."

To briefly explain the students' responses toward running Dictation, the statements then divided in to three categories as follows:

Table 3.2

Categories of Statements

No.	Category	Number of Statement
1.	Learning English study	1,2,3
2.	Writing descriptive text in English	4,5,6,7
3.	Writing descriptive text use Running Dictation	8,9,10

Each statement from the questionnaire would be labeled with each own score. There are five predetermined answers with scale 1-5 suggested by Likert scale. The scale categorizes the statements into two: positive and negative statements. The ranging score for positive statements are 5-1. Otherwise the negative statements are about 1-5. All statements provided in this questionnaire belong to the positive statements, so the ranging score can be seen in Table 3.3.

Table 3.3

Range Score for Positive Statement

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The whole statements of the questionnaire were in *Bahasa Indonesia* to make sure that the respondents can understand all of the statements.

Chapter IV
Data Analysis and Discussions

This chapter presents the research findings and discussion of the study. The findings comprise pre-test result analysis, post-test result analysis and questionnaire result analysis. Those findings are then analyzed and interpreted in the discussion part.

4.1 Data Analysis

To prove that the data were significantly different or not before and after Running Dictation was implemented, the writer tested the equality of two average value of the initial state using t-test. Paired t-test method is a parametric analysis where there are assumptions that must be met first, the normal distribution of each group of data to be processed. If normality was fulfilled, then the gain value calculation to be used in the comparison of the average test (t-test). However, problems arise when the assumptions are not fulfilled. Because we are not always able to make that assumption, and indeed in some instances the data cannot be made the assumption, then we can analyze the data by a method known as nonparametric method or methods without distribution. Wilcoxon rank-marked test for data pairs can be used to test for differences between both groups of data. Testing is a measurement. The parametric t-test is most useful when the researcher wants to avoid assumptions and requirements that limit, which is all that is needed in the t-test (Zanzawi Suyuti and Landung Simatupang, 1997, p.159).

4.2 The Result of Validity and Reliability

4.2.1 Validity Test

Validity test was conducted to test the validity of each item in the statement of measuring variables. Validity test of this research was done by correlating the scores of each item statement addressed to the respondent with a total score for all items. Correlation techniques were used to test the validity of the statements in this research was Pearson product moment correlation. If the value of correlation coefficient statement item being tested was higher than r table (n = 40) 0.312, it can be concluded that the statement item was a valid construction. The results of the questionnaire validity test obtained as follows:

Table 4.1

The Results of Validity Questionnaire Research

No. of Statement	Validity		
	Critical	**Critical point**	**Conclusion**
1	0,500	0,312	Valid
2	0,506	0,312	Valid
3	0,594	0,312	Valid
4	0,712	0,312	Valid
5	0,611	0,312	Valid
6	0,576	0,312	Valid

7	0,451	0,312	Valid
8	0,503	0,312	Valid
9	0,752	0,312	Valid
10	0,486	0,312	Valid

The result of validity questionnaire research on the table 4.1 shows that the whole research instruments has a higher validity coefficient than 0.312 so, the instruments was valid and can be used as a measuring tool in this study.

4.2.2 The Reliability Test Research Instruments

Reliability test was conducted to each statements included the valid category. Reliability test was done by testing the instrument once, and then analyzed using Cronbach Alpha method. The questionnaire is said to be reliable if the reliability coefficient is positive and greater than 0.70. The results of the reliability test obtained as follows:

Table 4.2

The Result of Reliability Test

Variable	Reliability		
	Critical	**Critical point**	**Conclusion**
Running Dictation	0,724	0,700	Reliable

Reliability value of each statement of the questionnaire is higher than 0.70, this result indicate that the measuring instruments used in the study to have reliability as a measuring tool.

4.3 Descriptive Analysis of Research Data

Descriptive analysis of research data can be used to enrich the discussion, through this analysis it can be seen how the respondents response the questionnaire towards the questionnaire which is research. To make it easier to interpret the questionnaire, then the writer categorized of the scores of respondents. The principles of categorization of the total score of the respondents adopted from Sugiyono (2009), which is based on the range of the maximum and minimum scores, then divided by the number of the desired category with the following formula:

$$\text{Score range categories} = \frac{\text{Skor Maksimum} - \text{Skor Minimum}}{5}$$

Explanation:

Maximum score = number of respondents X number of questions x 5

Minimum score = number of respondents X number of questions x 1

Descriptive analysis was conducted with reference to the indicators studied in research on Running Dictation.

4.4 Questionnaire Test

The results of field data obtained regarding the respondent's answer towards the questions of Running Dictation stated that from 40 respondents to questions of Running Dictation stated that the majority from t 40 respondents gave agreed answer. The results of the respondents in the table as follows:

Table 4.3
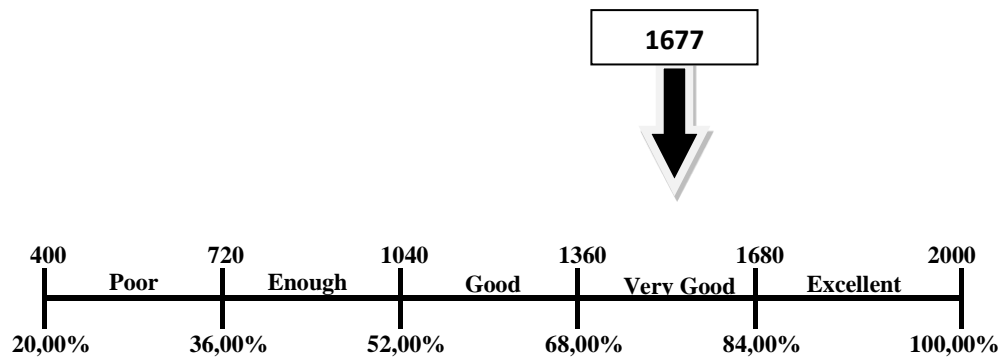
The score of respondent's answer

Instrument	Respondent's Answer					Total Score
	5	**4**	**3**	**2**	**1**	
1	17	21	2	0	0	175
2	26	11	3	0	0	183
3	19	18	3	0	0	176
4	10	8	19	3	0	145
5	11	15	14	0	0	157
6	16	20	4	0	0	172
7	11	18	10	1	0	159
8	16	19	5	0	0	171
9	11	21	8	0	0	163
10	18	20	2	0	0	176
Total	**155**	**171**	**70**	**4**	**0**	**1677**
	(155x5)=775	(171x4)=684	(70x3)=210	(4x2)=8	(0x1)=0	

From the 10 questions and 40 respondents towards Running Dictation obtained the total score 1677, the range of scores for each category was determined as follows:

$$\text{Score range categories} = \frac{(40\text{x}10\text{x}5) - (40\text{x}10\text{x}1)}{5}$$

$$= \frac{2000-400}{5} = 320$$

The long of interval for each category was 320. Thus, from the total score of respondent's answer by 10 questions about Running Dictation obtained the range as follow:

```
                          ┌──────────────┐
                          │     1677     │
                          └──────┬───────┘
                                 │
                                 ▼

400          720          1040         1360         1680          2000
     Poor         Enough         Good         Very Good     Excellent
20,00%       36,00%       52,00%       68,00%       84,00%       100,00%
```

From the total score of respondent's answer of 10 questions on Running Dictation, it can be seen that the respondents answer on Running Dictation is on very good category.

4.4.1 Normality Test

Normality test was conducted the normal test of Kolmogorov-Smirnov test normal. The Kolmogorov-Smirnov test was given using SPSS 13.00 for windows to analyze the normality of distribution. It was conducted to check whether or not the post-test and pre-test score was normally distributed. The result was presented in the following table:

Table 4.4

Normality test pretest and posttest scores for Running Dictation

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttes
N		40	40
Normal Parameters [a,b]	Mean	47,2500	83,0000
	Std. Deviation	24,90881	12,85022
Most Extreme Differences	Absolute	,131	,132
	Positive	,131	,119
	Negative	-,121	-,132
Kolmogorov-Smirnov Z		,827	,835
Asymp. Sig. (2-tailed)		,502	,488

a. Test distribution is Normal.

b. Calculated from data.

From the above table it can be seen that the significance level $\alpha = 0.05$ and a sample size of 40, the value of the Kolmogorov-Smirnov test of 0.827 to 0.835 for the pretest and posttest. From the calculations, the p-value (sig) 0.502> 0.05 for the pretest and 0.488> 0.05 for the posttest. This suggests that the pretest and posttest scores are normally distributed.

From the results of the normality test against groups above data it can be seen that there is no violation of the assumptions of parametric tests. Therefore, tests are performed using parametric methods, in this case using a paired sample t-test.

4.4.2 Paired Sample t-test

Paired t-test is one method of testing the hypothesis that the data used is not free (in pairs). The characteristics most frequently encountered in the case of the pair is one of individuals (object of study) are subject to two pieces of different treatments. Although using the same individuals, researchers still obtain two kinds of sample data, the data from the first treatment and the data from the second treatment. The first treatment may be in the form of control, which does not give equal treatment of the entire research object.

Hypotheses test:

H_0: The both groups of data is likely to be similar (not significantly different)

H_1: The both groups data is likely not the same (significantly different)

α: 5%

Criteria of test:

Reject H_0 if the p-value $< \alpha$

Accept H_0 if the p-value $> \alpha$

By SPSS version 13.0 Application of output obtained pretest and posttest results of the calculation as follows:

Table 4.5

Paired samples t-test pretest and posttest

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttes	-35,75000	14,74353	2,33116	-40,46521	-31,03479	-15,336	39	,000

The above table shows that the p-value obtained was 0,000. When compared with the alpha, the larger value (0.000 <0.05) which states H0 is rejected. This indicates that there are significant differences between pretest and posttest on Running Dictation.

4.5 Discussion

The objective of this research are to find out the effectiveness of Running Dictation in teaching writing descriptive text and to investigate the students' responses towards the effectiveness of Running Dictation in teaching writing descriptive text.

Statistical analysis in data analysis showed the answer of the first question in the research problems. The first research question is asking whether or not the Running Dictation effective used for teaching writing descriptive text. The computation results of normality test showed that the significant value was $\alpha = 0.05$ from the 40 total samples, the value of the Kolmogorov-Smirnov test that 0.827 for pre-test and 0.835 for post-test. From the calculations obtained that the p-value (sig) 0,502>0,05 for pre-test and 0,488>0,05 for post-test. The results of paired t-test present that the significance 2 tailed was 0.000. It was lower than 0.05. Therefore the null hypothesis was rejected. It indicated that there was difference between pre-test and post-test score after treatments. It means

that the treatment was given to experimental is significant to improve students' writing descriptive text ability.

Finally, to answer the second research question toward how are students' responses when using the Running Dictation in teaching writing descriptive text, it can be answered through the result of questionnaire. Based on the results of questionnaire, there were almost all of students (84.00%) gave a positive responses about running dictation. The students agree with almost the statement. Whereas, it was only 20.00% students gave a negative responses.

Based on research findings, we can conclude that running dictation is effective in teaching writing descriptive text. Students can be happy and they are motivated to learn.

Chapter V

Conclusions and Suggestions

This chapter reports the conclusions and suggestions of the study. It is composed based on the result of the study related to the effectiveness of Running Dictation technique can improving students' writing descriptive text ability and students' responses towards the use of Running Dictation in their English class. Finally, some suggestions are provided that concerned to the technique implementation.

5.1 Conclusions

The writer conducted this research in November, 2014. The objective of this research were to find out the effectiveness of Running Dictation in teaching writing descriptive text and investigate the students' responses towards the effectiveness of running dictation in teaching writing descriptive text. In this research, the writer used quantitative method with one-group pretest-posttest of pre experimental design. The writer also used instruments to collect the data. In collecting the data, there were three types of instruments in the study, those were; pre-test, post-test, and questionnaire.

The findings of the research were as follow; the result showed that the p-value obtained was 0.000. As mentioned before that if p-value $> \alpha$ the study accept the alternative hypothesis (H_a). From the calculation it can be concluded that p-value was lower than the alpha ($0.000 < 0.05$), it implies that the study rejected the null hypothesis and accepted the alternative hypothesis. This indicates that there are significant differences between pre-test and post-test on Running Dictation, and based on the result of the questionnaire there were almost all of students (84, 00%) gave positive (+) responses toward the Running Dictation while only 20% students gave negative (-) responses to it.

Based on the above research findings, it can be put foward that:

1. Running dictation is very effective used for improving students writing descriptive text ability, most students can have better score and they are motivated to write better. The post-test is higher than the pre-test.

2. Most students gave the positive responses towards the questionnaire. In other word, students like studying writing through Running Dictation.

5.2 Suggestions

There are some suggestions that might be useful for improvement in the next research as follows:

- **For Teachers**

    The teachers who will use Running Dictation in the class should prepare and organize well before they teach and deliver the material. Then, teachers should design interesting activities that can enable the students to practice and to write better. So it can motivate and encourage them to have better writing descriptive text ability.

- **For further researchers**

    Running Dictation can be applied in any level of school especially for elementary to the intermediate level. The researcher can use Running Dictation in teaching writing descriptive text. Running Dictation can not only be used in teaching writing but it also be used for teaching other skills in English (reading, speaking, and listening).

- **For readers**

    Hopefully the study related to running dictation can be additional information about English learning and teaching approach, method and especially techniques. The

writer hopes that this research will be very useful for those who especially has similar research, and generally for those who focus on English education subject.

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CURRICULUM VITAE

Ghina Nur Ilma was born in Sukabumi on January 28th, 1993. She is the third daughter in her family. She has two brothers and one sister. She lives on Kp. Cikondang RT 01/06 Pelabuhan Ratu-Sukabumi (West Java).

She began her formal education in 1999 in SDN Ganesha. In 2004, she studied in SMPN 1 Cisolok. In 2007, she continued her study in SMAN 1 Cisolok. Then she was accepted in Pasundan University majoring English Literature in 2010. She can be contacted at her email: ilmaaghina@gmail.com.