RUNNING DICTATION METHOD: DOES IT DEVELOP VOCATIONAL SCHOOL STUDENTS' WRITING ABILITY?

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Abstract

This study examined the efficacy of Running Dictation Method in enhancing students' writing abilities. This research utilizes Running Dictation Method as a teaching strategy, particularly for composing narrative texts. This study used a quasi-experimental design. The experimental group and control group were established based on the non-random sample class. The research was conducted with a sample of thirty-seven students from a private vocational school named SMK Ky Ageng Giri. Two comparable target classes were chosen for testing purposes. The researcher initiated the process by administering a pre-test to both the experimental group and the control group. Running Dictation Method is utilized by researchers in a single class for therapy or experimentation. The initial discovery showed that students in the control group were instructed in writing comprehension using an explanatory method. Researcher discovered that pupils were less engaged during the learning process and perceived traditional approaches as dull. This is shown by the average score of students' writing ability in the control group showing

69.00 which is included in the fair category. The experimental group teaches students' writing with Running Dictation Method. The researcher discovered that the students in the experimental group were more active and achieved more significant results compared to those in the control group. This is shown by the average score of students' writing ability in the experimental group showing 82.00 which is included in the good category. Running Dictation Method can serve as an alternate approach for educators and learners when instructing the composition of narrative texts in educational settings, particularly when students perceive the conventional method as dull and lacking in engagement. Running Dictation Method possesses features that might enhance students' passion and originality in learning English, particularly in grasping writing ability.

Keywords: *Running Dictation Method, Writing Ability, Narrative Text, English Teaching*

a. Introduction

Teaching English as a Foreign Language (EFL) in Senior High School focuses on four main skills namely: listening, speaking, reading, and writing. Writing is deemed the most intricate skill for EFL students among the four skills as it involves generating words, phrases, and paragraphs with proper syntax (Firman, 2022). Anggraini et al. (2023) emphasized that writing is a crucial skill in English as it allows for the communication of ideas, thoughts, and information by transforming them into written forms that are easily comprehended. Moreover, writing serves as a form of communication and is essential in English lessons (Azhar et al., 2023). Prastikawati et al. (2020) defined writing as a process of acquiring the skill to communicate ideas, information, and knowledge. Writing involves the exploration of ideas, the consideration of their organization, and the communication of your message to readers. It signifies that pupils convey their ideas to others through written communication. Writing can be difficult, especially for pupils who do not have fundamental writing abilities. Students must comprehend the content, structure, terminology, language usage, and mechanics of the topic.

Students continue to struggle with creating ideas and crafting appropriate words (Sari, 2017). Yoandita (2019) mentioned that some students consider writing to be the most difficult skill in English. Some students struggle to articulate their thoughts effectively due to a lack of vocabulary. The diversity of English texts, including narrative, descriptive, recount, and process texts, contributes to writing being the most challenging topic. Each text possesses distinct attributes including general structure, social function, and language traits (Ziska et al., 2021). Rohmah (2022) identified lack of self-confidence and vocabulary as variables that contribute to students perceiving writing as challenging and hindering their writing abilities, leading to a fear of making mistakes. Students may struggle to write well due to factors like instructional techniques, educational resources, and unengaging teaching approaches.

Based on the identified issues, it is evident that teachers must inspire their pupils and offer engaging techniques and resources to facilitate the writing process. As stated by Sari (2017), teachers have various tools at their disposal for teaching writing, including visual aids, newspapers, magazines, flashcards, the internet, role play, problem-based learning, group discussions, and more. The researcher in this example is studying the learning model that employs the running dictation approach.

Running dictation is an instructional method where students actively search for information by running and then dictate it to their group members (Yolanda, 2019). Additionally, Silalahi et al. (2021) described running dictation as an exercise where students read, learn, and subsequently quickly transcribe a text. Hidayati et al. (2020) described the running dictation method as an exercise in which students read and memorize short texts, then relay the phrases or sentences to their group members who transcribe them. Running dictation is a teaching style used by teachers to enhance pupils' comprehension, particularly in writing instruction.

The running dictation method offers various benefits, such as reinforcing students' ability to transcribe spoken language accurately, fostering attentive listening skills to comprehend sentence structures, and encouraging proper writing conventions, thereby enhancing students' grasp of spelling and punctuation rules (Ramayani, 2019). Putra et al. (2020) found that most students in the intermediate listening course had a positive view of using running dictation for learning listening. They stated that their listening skills improved after using this method. Nurdianingsih et al. (2018) found that utilizing the running dictation approach enhances students' writing, memorization, communication among groups, and creativity during the teaching and learning process. Utilizing the running dictation approach is beneficial for enhancing students' writing skills as it encourages active participation in the teaching and learning process, making it more engaging and enjoyable (Yolanda, 2019). This strategy facilitates pupils in generating novel ideas during the writing process. Hence, it might be more efficient to motivate kids to acquire English language skills.

Therefore, the objectives of the study are: 1) To investigate students' ability in writing narrative texts without implementing learning using running dictation method, 2) To investigate students' ability in write narrative texts with implementing learning using running dictation method, and 3) To investigate the significant difference in students' abilities in writing narrative texts with and without the implementation of learning using running dictation method.

b. Literature Review

Running Dictation

Running dictation is an adaptable method that may be easily adapted in many ways due to its simplicity in preparation (Wijaya et al., 2020). Running dictation is a collaborative learning exercise that significantly aids in reaching educational goals. Dictation involves instructing team members on what to read or say (Ramayani 2019). Zakiyah & Husniah (2017) mentioned that running dictation increases students' confidence in learning. It enables individuals to contribute effectively in the classroom because to its interesting and challenging nature. Running dictation engaged students in all four English skills while keeping them active and away from their desks.

Running dictation is a game-based learning method that can enhance the engagement in teaching-learning situations (Hidayati et al., 2020). In running dictation, Silalahi et al. (2021) mentioned that students collaborated in groups of 5-6 individuals. One member authored the material, while the remaining members alternated reading it sentence by sentence. The students were able to collaborate. Running dictation is a task that demands proficiency in listening, speaking, reading, and writing. Straightforward to prepare and practice (Nurdianingsih et al., 2018). Running dictation involves multiple steps:

a. Display your content on the classroom's wall, whiteboard, or chalkboard.

b. Students are categorized into multiple groups. The total number of groups and their respective members, based on the class size

c. Each student in the group will take on the role of a writer while the rest will act as runners.

d. The initial runner is required to both run and read a duplicate of the text displayed on the wall. The individual must recall the information they read. Once recalling the information, rejoin the group and communicate the content to the author. The writer must ensure accurate spelling.

e. The second runner replicates the activities performed by the first runner. Other runners perform same tasks. Once all groups have completed their work, each student in the group receives the original text to review their own work.

Writing Ability

Writing is the activity of creating a written work, an act of communication, sharing observations, information, thoughts, or ideas in a language that is interrelated in specific ways and chosen with purpose, method and organization to form a coherent whole. Not only as an experience but also as a generation of suggestions for use cases (Ginting et al., 2019). Moreover, Karolina (2022) stated writing skills are the most difficult to develop when compared to other language skills as they concentrate knowledge from different verbal and non-verbal perspectives to improve sections and writing.

Writing requires correct grammar and vocabulary, which demonstrates a student's writing ability. Students tend to be interested in writing in a style according to their age, language skills and interests. Students also tend to write about topics that are familiar to them, such as themselves, family, activities, friends, and hobbies (Dahniati, 2018).

c. Method

The researcher employed a quasi-experimental approach in a pre-test and post-test were administered to two groups: the experimental group and the control group, to assess the students' proficiency in narrative writing. Conducting paired sample t-tests to compare the pre-test and post-test outcomes of the two groups. The researcher selected a group of XI students from SMK Ky Ageng Giri as the population for the study in the 2023/2024 academic year. The researchers selected 2 classes as samples for their investigation. The researcher selected XI DKV 2 class as the control group and XI DKV 1 as the experimental group in the study.

Table 1. Sample

Participant	Experimental Group XI	Control Group XI
Students	17	20

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Total of samples	37

Research instruments are a tool to gather data to assist researchers in analyzing outcomes more effectively, accurately, comprehensively, and systematically (Erlyana, 2020). The researcher utilized test devices to get the data for this investigation. This study utilized two tests to evaluate the instruments. The exams aimed to assess the enhancement in students' narrative writing ability when taught with and without the running dictation method. The researcher employed written texts as assessment tools. The text material was a narrative writing test that assesses writing skills such as orientation, intricacy, resolution, and reorientation.

The researcher analyzed the data collected from the test. The Researcher used statistical utilized statistical analysis in the form of SPSS 25 to interpret descriptive statistics, Wilcoxon test, and Wilcoxon statistics. The researcher conducted a statistical analysis on the outcomes of writing instruction with the running dictation method in this study.

d. Findings and Discussion

Findings

The students' Ability in Writing Narrative Text Taught without Running Dictation Method

The study presented many techniques tailored for each class. The researcher did not implement the running dictation method for the control group. Instead, an expository approach was used in the learning process, involving students listening to the teacher's explanations and completing assignments based on practice questions provided by the teacher, which are commonly used in traditional learning.

The researcher conducted the study across four sessions. The researcher administered a pre-test to assess the students' writing competence before to introducing the narrative material. Following the researcher's explanation, a post-test was administered at the conclusion of the class to assess students' writing proficiency after instruction without the running dictation approach.

The control group's pre-test had a mean score of 56.00, falling under the bad category. The pre-test was conducted to the teacher explaining the material, and the control group students were instructed without utilizing the running dictation approach in three sessions. At the initial encounter, the researcher administered a pre-test for writing narrative text. During the second meeting, the researcher employed the expository approach to elucidate the narrative text to the students. The researcher administered a post-test during the third meeting to assess the learning outcomes. During the previous meeting, the researcher requested that pupils recapitulate their acquired knowledge.

Table 2. The result of Pre-test, Post-test, and Gained Score in Control Group

Student Code	Pre-Test	Post-Test	Gained Score
DKV1 A	81	80	-1
DKV1 B	43	80	37
DKV1 C	36	62	26
DKV1 D	68	80	12
DKV1 E	55	62	7
DKV1 F	59	73	14
DKV1 G	55	69	14
DKV1 H	54	73	19
DKV1 I	69	60	-9
DKV1 J	50	62	12
DKV1 K	67	73	6
DKV1 L	44	69	25
DKV1 M	60	62	2
DKV1 N	44	80	36
DKV1 O	60	80	20
DKV1 P	52	69	17
DKV1 Q	72	69	-3
DKV1 R	67	69	2
DKV1 S	57	60	3
DKV1 T	34	60	26
Σ	1127	1392	265
MEAN	56.00	69.00	13.00

According to Table 2. The pre-test had a range of scores from 34 to 81, with 34 being the lowest and 81 being the highest. The mean score of students' writing abilities in the control group before the test was 56.00. This result falls inside the

poor category. The post-test had a range of scores from 60 to 80. The mean score

of students' writing abilities in the control group was 69.00, which falls within the fair range. The N-gain score was 13.00 based on the result. Students' writing ability improved from the pre-test to the post-test in the control group, but the improvement was not statistically significant.

The Students' Ability in Writing Narrative Text Taught with Running Dictation Method

The second class refers to the experimental group, who received instruction through the Running Dictation Method. The researcher required meetings to gather data, much as the control group. The researcher administered pre-test and post-test assessments to the experimental group. Furthermore, the researcher utilizes Running dictation as a learning strategy. The researcher conducted three sessions to instruct on writing skills in narrative text. The researcher administered a pre-test during the initial meeting to assess the students' understanding of narrative texts. During the second meeting, the researcher administered treatment to the group by including a narrative story as a technique of learning. The researcher administered a post-test during the third meeting to assess the effectiveness of the Running Dictation Method. During the previous meeting, the researcher requested the students recapitulate what they had learned.

Table 3. The result of Pre-Test, Post-test, and Gained Score in Experimental Group

Student Code	Pre-Test	Post-Test	Gained Score
DKV2 A	67	84	17
DKV2 B	57	74	17
DKV2 C	48	74	36
DKV2 D	75	84	9
DKV2 E	60	80	20
DKV2 F	87	80	-7
DKV2 G	75	90	15
DKV2 H	73	90	17
DKV2 I	68	80	12
DKV2 J	78	90	12
DKV2 K	45	84	39
DKV2 L	63	84	14

DKV2 M	70	84	14
DKV2 N	65	74	9
DKV2 O	79	90	11
DKV2 P	57	74	17
DKV2 Q	75	90	15
$\sum$	1142	1406	267
MEAN	66	82	16

The pre-test scores ranged from 45 to 87 according to Table 3. The mean score of students' writing ability in the experimental group on the pre-test was 66.00. This result falls inside the poor category. The lowest score on the post-test was 74 and the highest score was 90. The mean score of students' writing abilities in the experimental group was 82.00, which falls within the good category. The N-gain score was 16.00 based on the outcome. The students' writing proficiency improved from the pre-test to the post-test in the experimental group.

A Significant Difference in Writing Ability of Students Who Taught with and without Running Dictation Method

Researcher presented the data in a Table format and generated scores using SPSS, showing the categorization of students' post-test writing scores, as well as the mean score and standard deviation. The findings are displayed in the Table below:

Table 4. Descriptive statistics of pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	17	45	87	67.18	11.226
Post-Test Experiment	17	74	90	82.71	6.121
Pre-Test Control	20	34	81	56.35	12.300
Post-Test Control	20	60	80	69.60	7.556

Valid N (listwise)	17		

Table 4. indicates that the lowest student score is 45 in the control group and 74 in the experimental group. The highest score in the control group was 87, whereas in the experimental group it was 90. After presenting two distinct methodologies in each session, there was a rise in student academic performance. The data above shows an increase in both the minimum and highest scores for each class.

Table 5. Wilcoxon Test

		N	Mean Rank	Sum of Ranks
Post-Test Experiment - Pre-Test Experiment	Negative Ranks	1[a]	1.00	1.00
	Positive Ranks	16[b]	9.50	152.00
	Ties	0[c]		
	Total	17		
Post-Test Control - Pre-Test Control	Negative Ranks	3[d]	4.50	13.50
	Positive Ranks	17[e]	11.56	196.50

Ties	0[f]		
Total	20		

Referring to Table 5. Out of 17 students in the experimental group, only one student's grade declined while none showed improvement. In the control group, three students showed a reduction in performance, while no one showed improvement, and the others maintained the same level as in the prior test.

Table 6. Statistic Wilcoxon

	Post-Test Experiment - Pre-Test Experiment	Post-Test Control - Pre-Test Control
Z	-3.581[b]	-3.417[b]
Asymp. Sig. (2-tailed)	.000	.001

The Asymp. Sig (2-tailed) value is 0.000 for the experiment group and 0.001 for the control group according to Table 6. The values of 0.000 and 0.001 being less than 0.05 indicate that the Running Dictation Method had a positive impact on the advancement of students' writing ability at SMK Ky Ageng Giri.

Discussion

The research yielded three primary findings: students' writing proficiency when instructed without the running dictation technique, students' writing proficiency when instructed with the running dictation technique, and a notable disparity in students' writing proficiency between those instructed with the conventional method and those taught with the running dictation method. using the running dictation technique.

The initial discovery indicates that conventional approaches are employed to instruct pupils in writing. This research employs the expository technique as its traditional method. Expository approach in learning emphasizes the teacher as the primary source of knowledge or learning materials, like lectures (Birjandi &Malmir, 2009). Twenty students in the control group took a paper-based essay test and underwent pre-test and post-test assessments to gather data. The researcher discovered that the writing skill of pupils in the control group grew from pre-test to post-test, although the change was not statistically significant.

The second discovery of this study is to Running Dictation as a teaching method and how students perceived it as a unique way to learning, particularly in writing. The researcher used the running dictation method to teach the content to the experimental group before the post-test. Furthermore, the researcher gave participants essays to compose narrative texts as both a pre-test and post-test. The running dictation method significantly improved students' writing abilities from pre-test to post-test compared to the usual method.

This research demonstrates a considerable difference in the effectiveness of conventional approaches and running dictation in improving students' writing ability. Students that utilize the running dictation method exhibit superior writing skills compared to those who follow standard teaching methods, as depicted in this picture. The researcher detected disparities in the learning process between the experiment and control groups in class. The control group's students expressed feelings of ennui and disinterest towards studying. They find English to be tedious and challenging to comprehend. This impacts the post-test outcomes that pupils acquire.

Ultimately, the Running Dictation Method enhances narrative writing skills by engaging many language abilities like listening, comprehension, transcription, and composition. Additionally, this approach requires pupils to work together, thereby enhancing their ability to collaborate.

e. Conclusion and Suggestion

The study findings discussed in the previous chapter lead to the following conclusion: The writing proficiency of XI SMK Ky Ageng Giri students in the academic year 2023/204 is deemed satisfactory when analyzing the average scores of both the pre-test and post-test. There was no significant difference between the pre-test and post-test results. The preliminary assessment indicates that employing the Running Dictation Method for teaching narrative writing can significantly enhance students' writing ability. those who are taught with the Running DictationMethod show a notable disparity in writing abilities compared to those who are nottaught with this method. The t-test calculation results in a t-value that exceeds the critical t-value from the t-table. The research suggests that the Running Dictation Method may enhance pupils' writing ability.

The researchers want to offer some recommendations derived from the study's findings. The Running Dictation Method can serve as an alternate approachfor educators and learners to teach narrative writing in educational settings, particularly when students find traditional techniques monotonous due to limited engagement. The Running Dictation Method possesses distinctive features that enhance students'

excitement and originality in learning English, particularly in writing ability.

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