The Effect of Modified Running Dictation Technique Through Cooperative Learning Toward Writing Skill in Descriptive Text on Eleventh Grade of SMA Negeri 1 Kepanjen

FinaMaulidah
University of Islam Malang, Indonesia
E-mail Address:maulidah.fina.24@gmail.com

Abstract

Finding the significant different achievement between the students learning writing skill in descriptive text by using modified running dictation technique trough cooperative learning and the students with learning conventional technique in writing skills on descriptive text in the eleventh grade of SMANegeri 1 Kepanjen is being the objective of this research. The quasi experimental design with nonrandomized control group with pre-test and post-test is the research design of this research.The researcher chose two classes which a class was an experimental class and another class was as control class. Then, to know the effect of using Running dictation technique, the researcher compared the score of the experimental class at XI A which got the treatment, with the scoreof the control class at XI B which had no treatment.Furthermore, writing test is the instrument of this research. The treatment was conducted for three days. This research could give the outcome that Running dictation technique isable to give the effect to the to the students' writing ability of descriptive text. It could be seen from the result that the students' post-test score in experimental class was higher than the students' score in control class.

Keywords: Running dictation technique, Descriptive Text Writing Ability, Quasi Experimental Design.

Nowadays, writing becomes crucial to be discussed. Some of the students felt difficult in writing. The difficulties was in starting of writing, in managing the vocabularies, in understanding the grammar and some of them do not have the ideas what will they write. Writing is one of four English skills besides listening, speaking and reading. Meanwhile, writing is more than a medium communication (Birdsong and Mollins, 2001). It means that writing is not only write the message on the paper but it also need some expressions and idea based on the experience of the writer. All of students also have a chance to be good writer.

The satisfaction would be felt by the Good writers after they think, plan, write a draft and rewrite(Broadman and Frydenberg, 2002). To be the Good writers should continuous process and organizing, rethinking and reorganizing. There are six basic steps for Good writers.Those are (1) assessing the assignment, before writing the students should collect their ideas and understand well about the topic that they would write in order to make the product as good as possible; (2) generating ideas, the students also have to write the ideas they have based on the topic; (3) organizing ideas; (4) writing the first draft, reading carefully about writing product is very important for Good writers, in order to find the corrections of the product; (5) rewriting, in this process very important for Good writers to pay attention in all aspects of writing process in completing the paragraph, such

as idea, grammar style, punctuation, vocabulary and the quality of expression; and (6) writing the final draft. To have a good product, the students should follow the six steps above.Because it can give a chance for the students to be Good writer. They can follow the writing procedures step by step beginning from assessing the assignment till writing the final draft in producing the paragraphs. That is why writing might be assumed as the most difficult skill for the students in the school. Think the ideas in beginning the product; think about what to write, how to elaborate it, then arrange those ideas into some phrases, those aspects should be followed by the students to be a Good writers (Fitri&Okta, 2018).

Furthermore,in writing, the writer should have experience, they have to explore their experiences for expressing the ideas to begin writing (Martin, 1985). Furthermore, speaking to other person by writing on the paper or on the computer screen is also the definition of writing. While, practicing is very important in writing, because it is partly a talent, but it is mostly a skill, and like any skill. (Mayers, 2005). The development ofwriting is an activity of creating and managing the ideas, transforming them into words, writing them on paper, drafting and revising them.

Meanwhile, students have not been educated to make their ideas flow on paper (Cimcoz, 1999). It means that sometime the students do not have the idea to write when the teacher ask them to write on a piece of paper, they feel stuck in mine to find the right words and they confused in managing the grammar because they lack of experience. The students writing will improve well if they always practicing in writing without waiting for the teacher ask them to write. So writing is also about custom. It can looks different for the students between students who love writing and not.It can be seen when they can make some paragraphs of a text well. They can produce grammatical sentences,they write meaningful ideas, and they can create the sentences in the paragraph in creative way. And it will get lack of ideas for the students who do not like writing when they try to write in a blank paper, many grammar errors and they do not write the sentences in the paragraph creatively.

Learning writing is just like learning to swim(Brown, 2001). It means that if there is a body of water available, learning to swim can be practiced and usually only if someone teaches too. People learn writing if they are member of a literate society. Someone cannot just learn the theories to swim but he has to practice by swimming in the swimming pool and apply the theories on himself ifthey wants to be good in swimming. This is also can be appliedin writing skill, focusing on the theories is not the one of reasons for someone can be Good writers, but they also have to practice in the real writing with following all of the process of writing beginning from generating the ideas till writing the final draft based on their experiences or ideas

In the writing process,there are three elements effect, they are: (1) Psychology problem, a teacher should has the eagerness to make her/his own writing product without any necessity. Even though he/she feels difficult in writing; (2) linguistics problem, a teacher should has an effort to master grammatical knowledge to minimize the grammatical errors in his/her product. And he/she has learn the way how link between many sentences to be good paragraph and between many paragraphs to be good essay; (3) cognitive problem, in this case a teacher should have knowledge about the written form of the language for effective product in writing (Byrne, 1984). A teacher should know how to manage his/her ideas that can be applied in writing product to make the reader easy to comprehend the message of the writing product.

To solve those elements of the problem mentioned above, the English teachers should find the most creative way to invite the students' enthusiasm in writing skill and to come out their interest in studying. Furthermore, the teachers also have to give their students a simple task, in order to avoid the students' frustration. If the students can feel

enthusiast and interest while studying of course they will get the better achievement in writing.

In this case, the researcher choose running dictation technique which can be one of the interesting techniques to develop student's writing skill and to get the better achievement in it. Running dictation techniquealso a fun strategy that can be applied for the students and it is easy to prepare, explain, set up, and adaptable. Dictation activities also promote the mindful learning of structures. Students performing dictation exercises are in order to give them the deep understanding about writing in appropriate sentence, listening a sentences with appropriate vocabularies, speaking in appropriate spelling, reading and remembering about the sentences which they have seen in the text. This technique isrecommended to be useful in improvingthe students' ability in writing skill and to get better achievement in it. Running dictation technique is the technique where the students work cooperativelyto write the sentences, one of the students should as the writer while others are being the runner (Hess, 2011).

Meanwhile, in running dictation technique forlistening, speaking, reading, and writing are also easy to prepare and practice. Therefore, it called as a multi-skill task. There are some steps of doing running dictation technique: (1) putting some copies of text on the wall, whiteboard or blackboard which are available in the classroom; (2) students are divided into some groups. The number of groups and members of each group depend on how many students are in the class; (3) each student in a group will be a writer and the others will be runners; (4) first runner has to run and read the copy of the text on the wall. He has to remember what he has read, he comes back to his group and tells to the writer about what he read. The writer must write it correctly; (5) the second takes turn to do the same activity that first runner has done before. The other runners also do it. After all of groups have finished, each student of groups takes the original text and do correction about their working.

The research on running dictation technique have been done by several researchers. Zulraudah (2014) found the technique of running dictation technique was effective used in teaching writing in the elementary school students. But, it was not specifics in what text. She just used the technique on writing in general. Then, Ilma (2015) applied the use of running dictation technique in improving student's writing narrative text ability. She has found the improvement student's writing ability in narrative text not in other text.

Related to those researches above, the researcher of this research concludes that this research has no similar discussion. But, even though the researches above used running dictation technique, this research quietly different from the previous researchers. This study would like to find the effect of modified running dictation technique through cooperative learning toward writing skill in descriptive text on State Senior High School.

Method

The quasi experimental design with nonrandomized control group with pre-test and post-test is the research design of this research. The researcher chose two classes which a class was an experimental class and another class was as control class. Then, to know the effect of using Running dictation technique, researcher compared the score of the experimental class at XI A which got the treatment, with the score of the control class at XI B which had no treatment. Furthermore, writing test is the instrument of this research. The treatment was conducted for three days. This research could give the outcome that Running dictation technique be able to give the effect to the to the students' writing ability of descriptive text. It could be seen from the result that the students' post-test score in experimental class was higher than the students' score in control class.

Finding the significant different achievement between the students learning writing skill in descriptive text by using modified running dictation technique trough cooperative learning and the students with learning conventional technique in writing skills on descriptive text in the eleventh grade of SMANegeri 1 Kepanjen is being the objective of this research.Then to know the effect of using Running dictation technique, researcher compared the score of experimental class which got treatment, to the control class with learning conventional technique in writing skills.

Quasi-Experimental design isthe samewith randomized experimental design. Therefore, it is includinginto independent variable manipulation but in this research are not randomly assigned (Ary, 2002: 315-316). In other words, this design does not include random assignment and it is used where true experimental design are not feasible. The objective of this research design is to examine how significant of the cause and the effect from the research.

Table
Nonrandomized Control Group, Pretest-Post-test Design

Group	Pretest	Independent Variable	Posttest
A	Y_1	X	Y_2
B	Y_3	-	Y_4

(Ary, 2002: 316)

Where:

A : experimental group
B : control group
Y_1 : pre-test for experimental group
Y_3 : pre-test for control group
X : represent the independent variable. It will also refer to ask the experimental variable or the treatment (Running dictation technique)
Y_2 : post-test for experimental group
Y_4 : post-test for control group

Results

The resultsof the data analysis of this research would be explained below:

Descriptive statistics of writing skill

Descriptive Statistics	Experiment		Control	
	Pretest	Posttest	Pretest	Posttest
N	5	5	5	5
Minimum	61	80	60	76
Maximum	75	90	75	85
Mean	68.60	85.20	68.00	78.40
Std. Deviation	5.94	3.83	5.87	3.78

In the experimental group the mean of the pre-test was 68.60, the standard deviation was 5.94. Minimum score at writing skill pre-test was 61 with the maximum score 75. The writing skill was increased after the treatment (post-test) until the mean 85.20 with the standard deviation 3.83. The minimum score of writing skill post-test was 80 with the maximum score 90.

In the control group the mean of writing skill pre-test was 68.00 with standard deviation 5.87. The minimum score of writing skill pre-test was 60 and the maximum score was 75. Writing skill was increased in the mean 78.40, standard of deviation was 3.78. The minimum score of writing skill post-test was 76 with the maximum score 85.

Data Analysis

Before doing the parametric data analysis, the test distribution of data analysis should be done. One of the normality test which is can be used is *Kolmogorov-Smirnov* method. If the research in normal distribution, then, the data test can use parametric method. If the data not in the normal distribution, then the data test is using non-parametric method. Meanwhile, the variances of research also using the test. And the test was using *Lavene*.

Result of Normality Test

The basic interpretation of the decision from the Kolmogorov-Smirnov test was used significance score (p-value) the significance of test > alpha 5% the data was in normality test.

Table
The Result of Normality Test

Group	Score	*Kolmogorov-Smirnov*	Sig.	Note
Control	Pretest	0.152	0.200	Normal Distribution
	Posttest	0.342	0.056	Normal Distribution
Experiment	Pretest	0.193	0.200	Normal Distribution
	Posttest	0.183	0.200	Normal Distribution

Based on table above, from the normality test using *Kolmogorov-Smirnov* was 0.200 and $\alpha = 0.05$. It can be conclude that the writing skill data was in normal distribution.

Result of Homogeneity Test

This test is using *Lavene* method test to determine among students' group that would have the homogeneity variance or not. The basic of interpretation of the test decision is using Sig. (p-value). If the significance of the result > 5% alpha the students' group was homogenous.

Table
Test of Homogeneity of Variance Writing Skill

Variabel	Group	Levene Statistics	Sig.	Note
Pretest	Control Experiment	0.073	0.794	Homogenous
Posttest	Control Experiment	0.065	0.821	Homogenous

Based on the table above the Sig. (p-value) of *Lavene* test = 0.821 > α = 0.05. It demonstrated that Ho was accepted because Sig. (p-value) > α = 0.05. It means that the variances of the data was homogenous.

Independent Sample t Test

Independent sample t Test is inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated group. The basic of interpreting the decision of this test is used tcount and Sig. (p-value). The tcount>ttableor sig. (p-value) < α 5% it means that there is significant different between two equal groups.

Table
Result of *Independent Sample t Test*

Variable	Group	N	Mean	T_{count}	Db	Sig.	Explanation
Writing Skill (pretest)	Control	5	68.00	0.161	8	0.600	No significant different
	Experiment	5	68.60				
Writing Skill (posttest)	Control	5	78.40	2.824	8	0.022	Significant different
	Experiment	5	85.20				

Explanation: $t_{table\ (5\%;\ 8)} = 2.306$

Based on the table above, the writing skill pre-test between control and experimental group got tcount 0,161, Sig. 0.600 because tcount<ttable 5%, therefore it can be concluded that there is no different in writing skill pre-test between control and experimental group.

In writing skill post-test between control and experimental group thitung is 2.824, Sig. 0.0022. Because, tcount>ttable from 5%. Therefore, it can be concluded that there is no significant different in writing skill post-test between control and experimental group.

Conclusions and Suggestions

Conclusions

From the data analysis computed by using SPSS, it was obtained that Sig = 0.022 and α = 0.05. It means Ha is accepted because Sig < α = 0.05. It can be concluded there is a significant influence of using running dictation technique towards students' descriptive text writing ability at eleventh grade of SMANegeri1 Kepanjen in the academic year of 2018/2019. Therefore, this study is recommended to English teachers for applying this technique in improving students' achievement especially in descriptive text or other text.

Suggestions

There are some suggestions that might be useful tobe developed in the next research as follows:

- **For teachers**
  The teachers should have good preparation before doing running dictation technique and well prepare for the material that would be delivered. Then, teachers should perform the interesting activities that can attract the students to practice writing better. So it can increase the students' achievement in writing skills.
- **For future researchers**
  Hoping the finding of this research can become the reference in finding other technique especially in improving students' ability in writing skill.

- **For Readers**
  Hopefully the study related to running dictation techniquecan be important information about technique which is improving students' ability in writing skill and can get better achievement in it.

References

Arikunto, Suharsimi. (2002). *ProsedurPenelitian*. Bandung: BinaAksara

Ary, Donald Lucy Cheser Jacobs and AsgharRazavieh. (2002). *Introduction to Research in Education Sixth Edition*. United State of America Wadsworth Group.

Birdsong, D., &Mollins M. (2001). On the evidence for maturational effect in second language acquisition. *Journal of Memory and Language, 44, 235-249*

Broadman, Chintya, A., &Frydenberg, J (2002). *Writing to communimcate*. New York: Pearson Education, Inc

Brown, H Douglas. (2001). *Tteaching by Principles: An interactive Approach to Language Pedagogy (Second Edition)*. New York: Longman.

Byrne, Donn. (1984) *Teaching writing skills*. Burnt Mill: Longmans.

Cimcoz. (1999). Teaching ESL/EFL Students to write better. *The internal TESOL journal, V(10)*

Hess, N. (2011). *Teaching large multilevel classes*. Cambridge. Cambridge University Press.

Ilma, N. Gina, (2015). *The Use of Running dictation technique in Improving Students' Writing Descriptive Text Ability*.

Martin, C. (1985). *Exploring American English*. London: Collier Macmilan Publisher.

Mayers, A (2005*). Gateway to Academic writing, effective sentences, paragraphs, and essays.* New York: Longman

Nurdianingsih, Fitri&Ika, Rahmawati,Okhta. (2018). *Running dictation technique as An effective Technique on The Teaching Writing Skill*. ELLiC Proceedings, Vol. 2, 2018.

Zulraudah, (2014). *Teaching Writing By Using Running dictation technique For Elementary School. E-Journal Vol 3, No 1*