

RUNNING DICTATION AS AN EFFECTIVE TECHNIQUE ON THE TEACHING WRITING SKILL

Fitri Nurdianingsih^{1*}, Oktha Ika Rahmawati²⁾

IKIP PGRI Bojonegoro
Indonesia

*fitrinurdianingsih12@gmail.com

Abstract

Writing is an activity to tell our ideas and thought about something in written form. Writing becomes an important skill to be mastered by the students to face the global era. It conveys that writing is used in every aspect of life, particularly for interacting and communicating with other people. Writing can be the most difficult thing to do because sometimes it is difficult to decide the words or even to produce a paragraph. One of the techniques that can be used in teaching writing is running dictation. Running dictation is a technique of dictation method that can be used for teaching writing cooperatively. It is a fun technique that can be adapted in a number of ways and it is fairly easy to prepare, explain, set up, and adaptable. Using running dictation to teach writing can avoid boredom for students because the technique help the students to brainstorm, elaborate paragraph and finish final paragraph. The objective of this study is to know whether or not the implementation of running dictation technique could be an effective technique in teaching writing skill. The method used in this study was an experimental research. The data collecting technique by using writing test to measure the students' achievement. The data analysis technique is applied by using t-test formula. This study compared between pre and post treatment which is using running dictation technique. The implementation of running dictation technique can improve students' writing, memorizing, communicating cooperatively with their group and of course it can improve students' creativity during teaching and learning process. Besides that, running dictation technique motivates the students to encourage the students to improve their writing skill. Finally, this technique gives good contribution and had a positive effect in improving the students' writing skill achievement.

Keywords: running dictation, effective, technique, writing skill

Introduction

For most of the students, writing is the most difficult skill to master. The difficulties can be both in the skills needed and the process of writing itself. Writing is more than a medium of communication. it means that writing is not just the way to communicate to each other but also as means of ideas and emotional expressions (Raymond, 1980). Birdsong and Mollins (2001) indicated that those learner who start learning L2 at early ages, learn better, and this age period is called critical period from 5 – 15 years. They believe learning L2 in this period happens more proficiently and after that learning is not really native like.

Good writers think, plan, write a draft, think, and rewrite until they are satisfied (Broadman and Frydenberg, 2002). They also add that writing is a continuous

process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are (1) assessing the assignment, students have to collect their ideas or their thought to transform in written form when they try to create a text and they have to understand well about the given topic in order to make the appropriate ideas; (2) generating ideas, the purpose of this step is to think a certain topic and generate as many ideas as possible; (3) organizing ideas; (4) writing the first draft, good writer should make sure to read their writing carefully in order to make changes and corrections before they consider it finished; (5) rewriting, rewriting is the one of the steps in writing process that is very crucial because it has been constructed by all aspects of writing

such as ideas, vocabulary, punctuation, grammar, style, and quality of expression in a completing paragraph; and (6) writing the final draft. Students have to apply the six steps of writing to get a better product in writing. The six steps of writing above help students and the other writers to write well because these steps are started from collecting ideas to create the ideas become paragraphs.

That is why writing might be considered as the most difficult skill for the students in every grade because there are many steps in writing process and students have to find their ideas to start their product; think about what to write, how to elaborate it, then arrange those ideas into some phrases to become a good writing project.

Writing is a process to translate experience and thought into arbitrary system. It means that to write well, we must have experience and we must be able to express our ideas into sentences or paragraphs (Martin, 1985). This is in line with Meyers (2005) statement, writing is speaking to others on paper or on a computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practices. As a process, writing is an action of discovering and organizing ideas, transforming them into words, putting them on paper, reshaping and revising them.

Students have not been taught to make their ideas flow on paper. They do not know how to write, feel stupid when they cannot find the right words, fear criticism, and want to avoid the emotional turmoil experienced when faced with a topic and a blank piece of paper (Cimoco, 1999). If the students always write what they want to write without the teacher asks them, their writing skill will improve well. So writing is also about a habit. We can differentiate between students who love writing and they do not. The students who love writing can make some paragraphs of a text well. Their sentences are grammatical, their ideas are meaningful, and every sentence in each paragraphs are quite creative. But, the

students who do not love writing that much will get lack of ideas when they try to write in a blank of a paper. That is why they have grammatical error, their sentences are not accurate, and they just can make at least one or two paragraphs.

Brown (2001) states that learning writing is just like learning to swim. Learning to swim can only be practiced if there is a body of water available and usually only if someone teaches too. People learn writing if they are member of a literate society. If someone wants to be able to swim, he cannot just master the theories to swim, but he has to get into the water to practice and apply the theories on himself. This is in line with writing skill, is someone wants to make a good writing, he cannot just focus on the theories, but instead he must plunge into the real writing world where he would practically involved in writing.

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures and appropriate strategies for planning, composing, reviewing, and revising written language. The ability to generate ideas and organize appropriate content for writing also needs some measure of creativity and imagination (Rief, 2006).

According to Byrne (1984) there are three factors which influence writing process, they are: (1) psychology problem, a teacher is expected to be able to write his/her own without the possibility of interaction or feedback, and itself makes the act of writing difficulties; (2) linguistics problem, a teacher must keep the communication through his/her own efforts and to ensure, both through his/her choice of sentences structure and by the way his/her sentences are linked together and sequenced, that the text he/ she writes or produces can be interpreted on its own; (3) cognitive problem, a teacher has to master the written form of the language and to learn certain structures which are important for effective communication in writing. A teacher learns how to organize

his/her ideas and thought in such a way that they can be understood by the reader who is not present, and perhaps by the reader who is not known to us.

To overcome those problems mentioned above, the English teachers need to be aware that writing should be taught in various ways and manners so that the students are interested in studying. The teacher should also phase the writing tasks from the simplest stage to the more complex one, so that the students are not frustrated with writing.

Running dictation can be one of interesting technique to improve students' writing skill. Running dictation is a fun technique that can be adapted in a number of ways and it is fairly easy to prepare, explain, set up, and adaptable. Dictation activities also promote the conscious learning of structures. Students performing dictation exercises are generally required to transcribe the text as accurately as possible, and follow up work usually involves various kinds of correction activities which focus directly on form.

Running dictation expected to be useful to facilitate the students in developing their writing achievement. Running dictation is the technique where the students work in group to dictate the sentence, there is a runner and the writer in each group (Hess, 2001).

Running dictation is a multi-skill task involving listening, speaking, reading, and writing. It is easy to prepare and practice. There are some steps of doing running dictation: (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 sum 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. If he has remembered 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.

Methodology

The design used is experimental research design. The population of this research is all of the fourth semester students of English Education Department in IKIP PGRI Bojonegoro. There are two classes used in this research as a sample. First is experimental class and other is control class. Most research is conducted in order to explore the strength relationship between variables. Dependent variable is the students' achievement in the text score. Meanwhile, independent variable is the use of running dictation in teaching writing.

The instrument which is used in this research is an essay test. To collect the data needed in this research the researcher used rating scale from the both group. Some of the data are gained from the pre test and pos test that will be conducted at the beginning and the end of the treatment. To analyze the data, the researcher used descriptive and inferential statistic. The descriptive statistic is to know the mean, median, mode, and standard deviation from the score. Then, researcher analyzes the mean score from both groups using t-test formula to measure the significant.

Findings and Discussion

From the data taken from the result of the experimental group post test, it can be observed that the highest score is 83 and the lowest score is 64. the mean of the scores is 74.03, the mode is 64, the median is 74 and the standard deviation is 6.29. Meanwhile, the result of control group post test can be observed that the highest score is 76 and the lowest score is 60. the mean of the scores is 69.67, the mode is 72, the median is 72 and the standard deviation is 4.98.

After calculated the descriptive statistic from both group, namely experimental and control group, the researcher calculated t value. The researcher compares the value of t-observation with the value of t-table. The value of t-table with level of significant 5% is 2.02. The value of t-observation was 2.99. It means that the value of t-observation (2.99) is higher than the value of t-table (2.02), so the different of means between both groups is significant. Then, it can be concluded that the use of Running dictation technique can be a suitable technique in order to improve the students' writing skill achievement.

In the last treatment, the steps of running dictation run as usual from beginning until closing. Although the sentence longer than before, they could write and predict the sentence well. The students seemed have less noise can help them to listen and write better in this activity. They also seemed enjoy during the activity of running dictation. They saw running dictation as an activity for pupils who enjoy moving around and working in teams as stated by House et.al (2011).

Running dictation is a part of variation of dictation technique. Dictations help language learning by making learners focus on the language form of phrase and clause level construction, and by providing feedback on the accuracy of their perception. The value of a dictation is increased if the learners know what mistakes they made. A dictation text can be taken from material that learners have studied before. This technique help students learn by managing the time, being disciplined, cooperative and responsible. It also makes students more active in learning process.

There are many advantages of applying running dictation: 1) the students are able to learn from each other; 2) motivating and enjoying lesson for the students; 3) each student within the group has an equal opportunity to share.

Running dictation activity is very suitable to present any instructional materials

and student level. It is really effective in activating students especially when dealing with genre based text (Purnawati, 2017). Takeuchi (1997) did an experiment of dictating on 207 English language learners in Japan. Learners were given the dialogues in movie for more than 13 weeks. Finally, he observed the big change in writing of those students. Takeuchi concluded that his experiment proves that dictation is effective in foreign language teaching. Furthermore, Krashen (2003) believes in the use of dictation and controlled writing in university classrooms; because in using this technique for improving writing, considering skill and the range of the class is not needed. The use of dictation can provide some benefits for university EFL classroom management, as well. Dictation can be used successfully regardless of the class size or the range of skill because they work together and use grammatical text to complete the dictation.

The result is also in line with Oller (1979) who believes that the reason for considering dictation as a successful controlled writing is that learners can show what they really know about the L2 and how they use it in their real life. Oller also emphasizes that dictation is successful because listeners understand what they heard and then they combine that and produce piece of writing- they do it by recalling the previous knowledge in their mind.

Conclusion

Running dictation technique motivates the students to have wider ideas to write their text. By asking the students to do the task in groups, they enjoyed to finish the given tasks together. They also did better in individual task when they tried to develop their paragraph. The students got positive behavior in writing after applying running dictation technique. They could cooperate with their group and be more confident and active while they did group task and individual task during teaching learning process. Besides that, running dictation technique can avoid boredom and it is not

monotonous instead of helping the students generate their ideas. This technique will emerge joyful, interesting atmosphere in the classroom because the students feel like playing a game while they are learning.

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