

# **RUNNING DICTATION TO TEACH READING RECOUNT TEXT AT MAN 1 GRESIK**

## **THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



By

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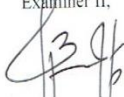
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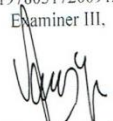


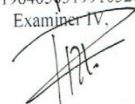
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## ABSTRACT

Durroh, Vira Faridatut. 2018. *Running Dictation to Teach Reading Recount Text at MAN 1 Gresik*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University. Surabaya. Advisors: Dra. Hj. Arba'iyah YS., MA and Hilda Izzati Madjid, MA.

Keywords: *Running Dictation, Teaching Reading, Implementation, Teacher's Problems.*

Teaching reading is included a part of English teaching and learning process. In teaching reading, the teacher will guide the students to do the activities that can make the students have knowledge by reading. Unfortunately, most of students feel boring and frustrating during doing the activities in reading class. Therefore, designing the activity that make the students do not feel bored and frustrated is needed. One of the activities that can be used is fun activity. This leads the researcher to conduct the research in MAN 1 Gresik, exactly at X-Bahasa class. The teacher got the problem that students feel bored and frustrated in reading class. Therefore, the teacher designs fun activity to make the students do not feel bored and frustrated in reading class. This study focuses on two research questions; 1) how is the procedure of using running dictation to teach reading recount text at MAN 1 Gresik? 2) What are the teacher's problems of using running dictation to teach reading recount text at MAN 1 Gresik?. The researcher used Qualitative Descriptive Method to describe the procedure and teacher's problems of using running dictation. In analyzing the data, the researcher use the observation checklist for the procedure of running dictation then, wrote it in field note and using interview to find out the teacher's problems happened during applying running dictation. The result of this study shows that the English teacher applied all the activities that stated by Davis and Rinvolucru theory and there are three problems that happened during running dictation. They are the problem communication between writer and runners, some students lazy to read and the size of the class.

## ABSTRAK

Durroh, Vira Faridatut. 2018. *Running Dictation to Teach Reading Recount Text at MAN 1 Gresik*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Surabaya. Dosen Pembimbing: Dra. Hj. Arba'iyah YS., MA dan Hilda Izzati Madjid, MA.

Kata Kunci: *Running Dictation, Mengajar Membaca, Prosedur, Masalah Guru*

Mengajar membaca adalah bagian dari pembelajaran bahasa Inggris. Dalam mengajar membaca guru akan menuntun murid-murid untuk melakukan aktifitas agar siswa mendapatkan pengetahuan lewat membaca. Tetapi, banyak murid yang merasa bosan dan frustrasi selama beraktifitas dikelas membaca. Maka, menciptakan aktifitas yang mampu membuat siswa tidak lagi merasa bosan dan frustrasi. Salah satu aktifitas yang bisa digunakan adalah aktifitas yang menyenangkan. Hal ini mendasari peneliti untuk melakukan penelitian di MAN 1 Gresik, tepatnya di kelas X-Bahasa. Guru di kelas X-Bahasa mendapatkan masalah bahwa murid merasa bosan dan frustrasi ketika berada dalam kelas membaca. Sehingga guru menciptakan aktifitas yang menyenangkan untuk membuat siswa tidak merasa bosan dan frustrasi. Penelitian ini focus pada dua rumusan masalah. 1) bagaimana prosedur dalam menggunakan running dictation untuk mengajar membaca di MAN 1 Gresik?. 2) Apa permasalahan guru dalam menggunakan running dictation untuk mengajar membaca di MAN 1 Gresik?. Peneliti menggunakan metode kualitatif deskriptif untuk mendeskripsikan prosedur dan masalah guru dalam menggunakan running dictation. Dalam menganalisis data, peneliti menganalisis prosedur running dictation dengan menggunakan ceklist observasi, dicatat di catatan lapangan, sedangkan untuk masalah guru dalam menggunakan running dictation, peneliti melakukan wawancara. Hasil dari penelitian ini menunjukkan bahwa guru di kelas X- Bahasa melakukan prosedur aktifitas running dictation yang ada dalam teori Davis dan Rinvolucru dan ada 3 masalah yang terjadi yaitu masalah komunikasi antara penulis dan pelari, siswa yang malas membaca teks dan juga ukuran kelas.

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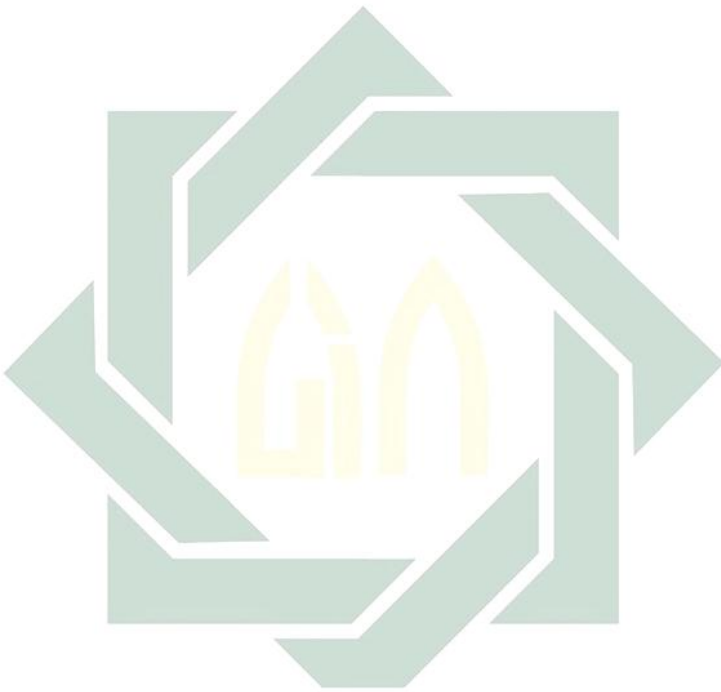
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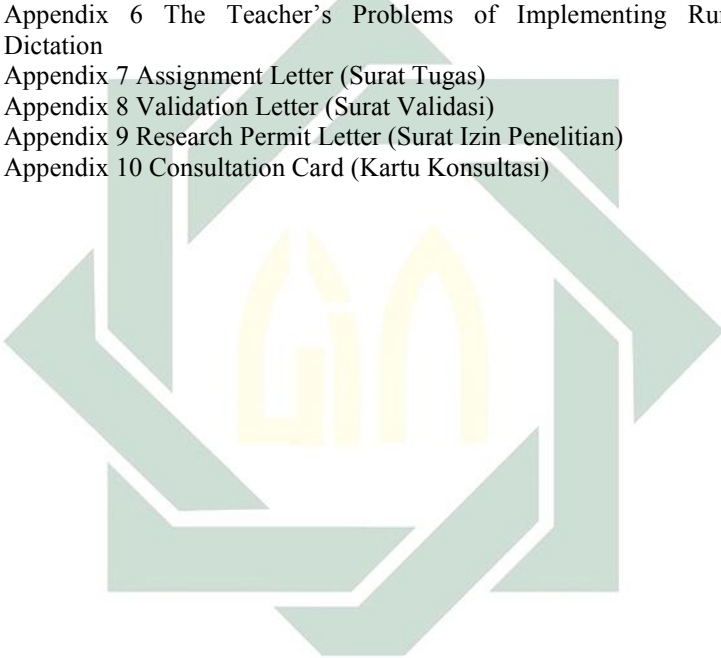
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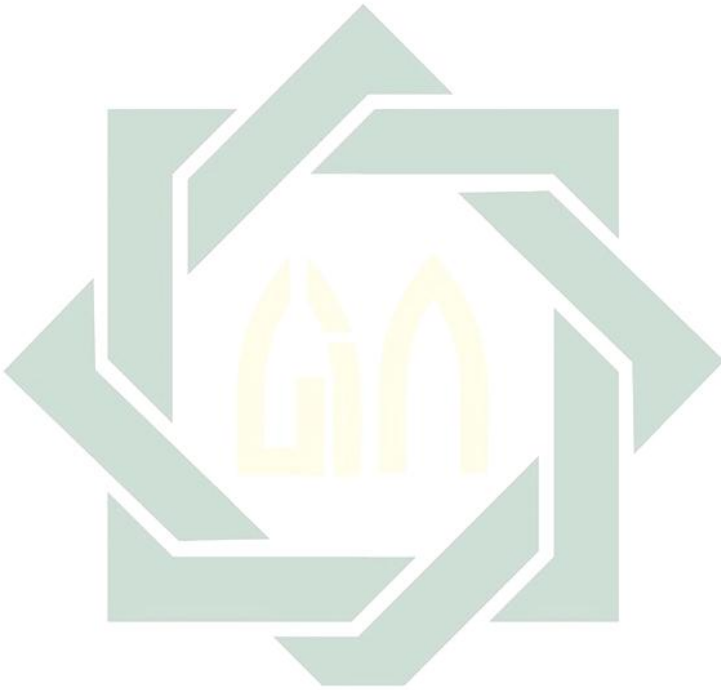
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### **LIST OF ABBREVIATION**

CAR	: Classroom Action Research
MAN	: Madrasah Aliyah Negeri
MTS N	: Madrasah Tsanawiyah Negeri
SMP N	: Sekolah Menengah Pertama Negeri
SMA N	: Sekolah Menengah Atas Negeri



## CHAPTER I INTRODUCTION

This chapter discusses the area of the research that will be covered in some headings (1) background of study (2) research questions (3) objectives of study (4) significance of study (5) definition of key terms (6) scope and limitation (7). In addition, background of study explains about the reasons why the research is conducted. Then, research questions are formulated as the key questions in conducting the research while the objectives of study are written to answer the research questions. The significance of study is used to explain the importance of doing the research theoretically and practically. The next is definition of key terms is used to give the explanation of the key terms which will be used on the research. Finally, the function of scope and limitation is to explain the area which will be researched and limited.

### **A. Background of Study**

Reading is one of the English skills that should be mastered by the students. As argued by Stephenson and Harold that reading is a part of the way people use language in daily life to get the information, communicate with others and also for enjoyment.<sup>1</sup> It means that reading is important because it can help the students to gather some information and do the communication with others. Moreover, reading is an essential part in learning language because reading provides multiple opportunities for the students in language learning process like vocabulary, grammar, punctuation, and the way to construct sentence, paragraph and text.<sup>2</sup> Absolutely, reading can influence some cognitive aspects in language learning. Seeing the importance of reading, the students should do reading as much as possible to construct the good result of their language learning.

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<sup>1</sup>Dani Iskandar Sanusi, Mundriyah, AsepSamsudin, "Teaching Reading Comprehension Skill Which is Using Running Dictation Strategy", 1

<sup>2</sup>MenikDiantari, Thesis: "*The Effect of Using Running Dictation Strategy Toward Reading Comprehension on Descriptive Text of The Second Year Students of MTS DarulHikmahPekanbaru*" (Riau, State Islamic University of Sultan SyarifKasim Riau), 3.

Based on Smith, reading is the most difficult skill that the students should be learnt. It is stated by the students that reading is one of the most frustrating activities. Therefore, reading is not only the most important skill to be learnt but also the most difficult skill and frustrating activity. Those problems happen because of the three causes, from the students, the teacher and the class conditions.<sup>3</sup> First, the students are less vocabulary, less motivation in reading which makes they do not have the curiosity and interest on the passage which will be read. Second, the teacher seldom uses the various activities in reading class. The teaching and learning process becomes monotonous. Therefore, the students easily get bored. Third, the class condition itself during the reading class is really boring, not alive and uninspiring.<sup>4</sup> So that, those problems make the reading skill is being the most difficult skill and frustrating activity for the students.

Considering those problems, the English teacher should design the activities in teaching reading which make the students do not feel boring and frustrating during reading class. The activities should be fun for the students. One of the activities that can be used to teach reading is Running Dictation. The researcher conducted pre-eliminatory research in MAN 1 Gresik. It is found that English teacher has been applying running dictation in X-Bahasa class to teach reading recount text. According to Haemata, running dictation is a fun activity that can be useful for re-energising a “flat” or tired class, introducing a new theme or topic, or to focus on particular grammatical point. So that, running dictation is an activity that can be used to make the reading class becomes more fun for the students in order to make the students do not easily get bored.

Running dictation is chosen because it has great benefit as an activity in the class. It is included a multi-skilled activity because it can potentially involve reading, listening, writing and speaking.<sup>5</sup> Running dictation is a fun activity that requires

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<sup>3</sup>BrigittaSeptariniRahmasari, Thesis: “*Using Peer Tutoring Technique to Improve Students’ Reading Comprehension*”.(Surakarta: SebelasMaret University, 2011), 2.

<sup>4</sup>*Ibid.* Hlm. 3

<sup>5</sup>Hanna Andayani, *op. cit.* hlm31.

students to use their ears to listen, mouth to read and speak, hand to write and the body for movement. Therefore, those activities that included in running dictation may support the students' skills well. Another advantage of running dictation is this activity may help to attract the students' attention of daydreamers at the back of the class.<sup>6</sup> Body movement is included one activity in running dictation that can be used to make the students do not easily get bored which usually make them having daydreamers.

Besides having the advantages of using running dictation to teach reading, the teachers who apply running dictation also has problems. The teachers may decide that running dictation is included the interesting activity to be used in teaching reading. Then, the teachers when apply running dictation, they may find some problems happen in the class.

The teacher may have problems in applying running dictation to teach reading. Based on Case, there are some problems in doing running dictation, they are the runners often block each other. Running dictation need a group work and the runners when run to the text often block each other among groups. Next, the writer can see the text. It often happens that the writer can see the text so that the writers easily write without listen the runners.

Another problem is the runners often give correction to the writer. The runners will try hard to correct the writers' writing and absolutely, it makes the students do not learn well. Then, the runners or the writers hear the information from other groups. Surely, this problem happens because all of the groups run together and tell the writers so it is possible if the writer can hear from other groups and cite it. The next problem is the difference distance of the groups to the text. It correlates with the size of the classroom. If the size of classroom is small, the distance of the groups to the text will be very near which makes the students are not easily moving. The last problem is Problems in communicating the information, between the writer and the runner. The runners may have some problems when tell the information to the writer like the difficult vocabulary to state or maybe the long paragraph

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<sup>6</sup>Hanna Andyani, "Using Fun Activities to Improve Listening Skill". Vol. 2.No. 2, 2012, 31.

which make the runners forget. Those problems will make the students feel difficult during applying running dictation.<sup>7</sup>

As saying before that this reading problem is interesting to be discussed so there have been research that conducted by other researchers to discuss about this problem. One of the thesis is written by Eka Widi Riyanti, a student of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies Salatiga which has the title “The Use of Running Dictation Game and Rapid Writing Strategies to Improve the Students’ Writing Skills of the Eight Grade Students of MTS N Susukan in the Academic Year of 2017/2018”. This study has been conducted to find out the procedure of students’ writing skills using running dictation game and rapid writing strategies and also to know the significance influence of students writing skill using running dictation game and rapid writing strategies. It is found that students’ writing skill is improved through running dictation and rapid writing strategies. The differences between the previous and current study are the subject, the skill, the objective of study and also the method. The subject that used by the previous study is junior high school students while the current study will use the senior high school students. The skill being focus on the previous study is writing skill and the current study will focus on reading skill. The objective of study for the previous study is to know the improvement made after using running dictation while the current study will describe about the procedure and teacher’s problems of using running dictation. The last is the method used by the previous study was Classroom Action research while the recent study will use the qualitative descriptive as the method of research.

Another research was conducted by Resta Putri Yan Asmoro, a student of English Study Program Language and Arts Education Department of Lampung University. The title of the research was Increasing Students’ Listening Achievement through Running Dictation. This research is used to know the improvement of listening skill that has been though by applying Running

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<sup>7</sup>Alex Case. “How To Use Running Dictation in EFL Classes. ([Http://edition.tefl.net/ideas/games/running-dictations-in-efl/](http://edition.tefl.net/ideas/games/running-dictations-in-efl/), Accessed on September 3, 2018)



Dictation. This research showed that there is a significant improvement of students' skill in listening. The research is conducted in XI IPS 3 of SMA N 1 Ambarawa Pringsewu. The difference of this research and the recent research is the skill that will be focused. This research was focused on listening skill while the recent research will focus to the teaching reading. The result of the recent research will tell about the procedure of running dictation in teaching reading. The next difference is the objective of the previous study is to know the significance of students' improvement in listening skill while the recent study will know about the procedure and teachers' problems during using running dictation. The last difference is the method used the qualitative descriptive while this research used the experimental method.

Based on the information above that running dictation can be used as the teaching activity in English class and also explain that running dictation also causes the problems for the teachers. The writer provides the thesis by the title "Running Dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik". The researcher analysed the procedure of running dictation to teach reading and also the teacher problems in applying running dictation to teach reading recount text. Hopefully, this research is useful for English teachers in teaching reading to know the procedure and also the teacher's problems and also for other researchers to develop another research that has connected with running dictation. It is hoped by knowing the teacher's problems that happen during running dictation, the English teachers may be ready with their solutions to cover those problems and also it may be used for other researchers to develop the research about the solutions that can be used to face the problems.

## **B. Research Questions**

Based on the explanation, the researcher formulates the research questions as below:

1. How is the procedure of using running dictation to teach reading recount text at MAN 1 Gresik?
2. What are the teacher's problems of using running dictation to teach reading recount text at MAN 1 Gresik?

### C. Objectives of Study

Based on the research questions, the researcher has the objectives of study as below:

1. To describe the procedure of using running dictation to teach reading recount text at MAN 1 Gresik.
2. To describe the teacher's problems of using running dictation to teach reading recount text at MAN 1 Gresik.

### D. Significances of Study

The result of this study is expected to be useful information and give contributions for educational instructions. The significances of this study are:

1. Theoretically, the result of this study is hoped to develop teaching reading using fun activity, especially using running dictation to teach reading.
2. Practically, the result of this study is hoped to be useful for some elements in teaching and learning process.
  - a. English Teachers

This study is used to know the procedure of using running dictation to teach reading recount text and then, the English teachers will know the problems that may happen in using running dictation, so they can prepare the anticipation solutions to face the problems.

- b. The Other Researchers

This study is hoped to be the reference for other researchers who want to do the research of teaching and learning English. The other researchers may apply Running Dictation to other English skills such as Listening, Speaking and Writing. Another significant important is the other researchers may combine another activity with Running Dictation to teach Reading. The last significance is the other researchers may develop the research about finding the good solutions to face the problems happen during using Running Dictation.

## E. Scope and Limitation

In this research, the researcher focuses on X-Bahasa at MAN 1 Gresik in academic year 2018/2019. The researcher limited this study on using running dictation to teach reading recount text. The researcher discusses two main aspects; these are the procedure of using running dictation to teach reading recount text based on Davis and Rinvolucris theory, and the analysis of teacher's problems toward using running dictation based on Alex Case theory.

## F. Definition of Key terms

### 1. Teaching Reading

Based on Kimbly and Garnezy in Brown that stated teaching is the activities to help or show someone for learning how to do something, give instructions, guide in the study of something, provide with knowledge, and cause to know, understand knowledge and give new knowledge.<sup>8</sup>

In this case, teaching reading can be defined as the activities to help or show someone for getting knowledge about reading recount text in English class.

### 2. Running Dictation

Running dictation is a classroom activity that the students run to a text and then pass the message verbally to a partner. Students work in pairs or small groups, it is good to support the students learn in a group work.<sup>9</sup>

Based on Haemata, running dictation is a fun activity that can be used to re-organise a "flat", introducing a new theme or topic, or focusing on particular grammatical point.

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<sup>8</sup>Brown, H.D. *Teaching by Principles: and Interactive Approach to Language Pedagogy*. (New York: A Pearson Education Company, 2001), 7.

<sup>9</sup>I. S. P. Nation and J. Newton. *Teaching ESL/EFL Listening and Speaking*. (New York: Rutledge, 2009), 62

In this study, the term of running dictation is an activity which used to teach reading recount text by the way is some students run to the recount text in the wall then dictate the student to write the recount text

### 3. Teacher's Problems in Using Running Dictation

Based on J. Linhart stated that problems can be defined as:

- a. Problem is an interactive relation between a subject and its surroundings, which incorporates the inner conflict that is solved by the subject by searching of transitions from initial condition to the final condition.
- b. The existence of a conflict causes the dynamics of an activity and it establishes a source of motivated activity.
- c. During the solving of a conflict, the subject exceeds something that is directly stated.

Therefore, in this study the term of teacher's problems means the conflict that exist during the teacher uses running dictation to teach reading recount text then the teacher tried to solve the conflict that happened during using running dictation in reading class.

### 4. Procedure

Based on Terry Giles stated that procedure is a description of how the activity is carried out; generally in text form.<sup>10</sup>

In this study, the term procedure is the description of how the activities of running dictation carried out in teaching reading recount text.

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<sup>10</sup> Terry Giles. "Process vs Procedure: what is the Difference?". *Triaster Blog*.

<http://www.google.co.id/search=Definition+of+procedure+based+on+experts> (accesed on 13 November 2018).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher explains about some parts that give contribution to the research. Therefore, this chapter describes about the theory that related to the problems. It covers of reading, teaching reading, Running Dictation and Recount text and also some previous studies.

#### **A. Review of Related Literature**

##### **1. Teaching Reading**

There are some skills that can be taught in learning English such as speaking, listening, writing and also reading. Absolutely, there are some basic principles of teaching reading. As stated by Jeremy Harmer that there are 5 basic principles of teaching reading.

- a. Encourage students to read as often and as much as possible.

Teaching reading should make the students like to read more and more because the more students read the better that teaching reading.

- b. Students need to be engaged with what they are reading.

When the students are reading extensively, they should be engaged to feel enjoy. The teacher should make the students feel pleasure and engaged of the topic and the activities since doing reading.

- c. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Absolutely, it is important that students should learn reading to get some knowledge like the way to of using the language, the number of paragraphs and how many times they can use relative clause and other knowledge. Besides those function of learning reading, the students also should be given a chance to respond the message in some way. It is especially that students may show their feelings about the topic. These activities may explore the students' ability to share their feelings of reading.

- d. Prediction is a major factor in reading.

In class, teacher should give hints to the students to make them are able to predict what they are going to read. The teacher may encourage the students to look at covers and back cover copy to help them predict what they are going to read. This principle may give the students pleasure situation during reading class.

- e. Match the task to the topic when using intensive reading texts.

The teacher should make the task that appropriate with the texts which the students are going to read. The aspects of the task that should appropriate are like the right kind of questions, appropriate activities before during and after reading, and useful study exploitation.

The most interesting and useful text can be undermined by boring and inappropriate tasks; the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the level of problems is exactly right for the class.

- f. Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

## 2. Running Dictation

### a. Definition of Running Dictation

As mentioned before, this research will use Running dictation to teach reading on recount text. Running dictation is included a part of dictation that is very popular to the teachers.<sup>11</sup> Dictation is an activity that may help the learners focus on the language form of phrase and clause level construction, and by providing feedback on the accuracy of their perception. Therefore, running dictation is a type of dictation in which students are responsible for it from the start. Students work in pairs or small groups, it is good for supporting students to learn with their groups.<sup>12</sup>

Running dictation may help the students to have some fun and also using some skills like speaking, listening and writing during reading. Another opinion about running dictation is from Newton that running dictation is a kind of dictation which a short text typed in a large font is posted on the wall and it stuck outside the class.<sup>13</sup> Therefore, it can be concluded based on those two explanations that running dictation is a type of dictation that used body movement, team work and it may help the students to have fun and also it makes the students are able to use all the skills like writing, listening and speaking during reading class.

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<sup>11</sup>I. S. P. Nation and J. Newton. *Loc. Cit.* P. 59

<sup>12</sup>I. S. P. Nation and J. Newton. *Op.Cit.*, p. 62

<sup>13</sup>DaniIskandarSanusi, Mundriyah, AsepSamsudin, "Teaching Reading Comprehension Skill Which is Using Running Dictation Strategy", 3

**b. The advantages of using running dictation**

There are some advantages that can be got by using running dictation in teaching reading recount text. Therefore, based on Chris Milne that there are some advantages of using running dictation in the class:

- 1) It can easily be transferred from the ESL to the literacy class which the students become the centre of the class and successfully facility the students by variety of learning styles. Running Dictation can be used to teach reading by using body movement so that it can make the students become the centre to do it.
- 2) It can be used as a time tested activity with the proven value. Running dictation can be used to test the students' ability in their fluent of reading, their understanding of the text.
- 3) It is included the multi skill activity which integrates the macro skills like reading, writing, listening and also speaking. Running dictation is a kind of activity that students should read the text and speak it to the students and the last students should write it. Absolutely, running dictation cover the macro skills of the students.
- 4) It is easy to be prepared in the class. The teacher only needs to make a group of students and ask them to run, then read the text which has been stuck on the wall and dictate the students who write the text. Absolutely, the teacher will be easily to prepare the media and also the stages to be done by using running dictation.
- 5) It only needs the cheap resources like a pen, a piece of paper and some sticky tape. There are some things that needed to support the media in running dictation as the text is stuck on the wall, so the teacher needs some sticky tape and also to write the text, the teacher need a paper and also pen. Surely, those things include the cheap resources.



- 6) It can make the students are more engage, fun and relevant for them. As stated before, running dictation is a technique that includes a game. Absolutely, running dictation can be used to make the students engage and having the fun class since they do running dictation.
- 7) The variations of activity will make the teachers can focus on different skills during running dictation do. There are some activities in doing running dictation like reading, speaking, listening and also writing. Therefore, the teacher may easily cover all those skills in one time of doing running dictation.
- 8) It is very easy to adjust the level of difficulty up or down. The teacher may easily choose the level of difficulty in doing running dictation.
- 9) It's inclusive. In the mixed ability classes, students can take some part activity at the same time if the teacher prepares the easier and harder types of texts.

**c. Teaching Procedure of using Running Dictation to teach reading.**

Davis and Rinvoluceri in Wright's book entitled Games for Language Learning 3<sup>rd</sup> edition, explain the procedure of running dictation as follow;

- 1) The teacher provides one or more copies of the text on the classroom wall or on a table depends on the size of the class. The teacher put the texts on the wall. The teacher can put one or more text.
- 2) The teacher divides the learners into pairs or groups. The teacher divides the students into two or more groups. Then, the members of the group decide the students who will be the runner or the writer.
- 3) The teacher explains the rules of the game. The teacher explains the rule of the running dictation to the students. here are the example of the rule;

- a) First runner must run to the text, read it, and try to memorize as much as possible before running back to the writer.
- b) First runner should then dictate what they remember of the text to writer, who should record it in writing.
- c) The first runner can run to the text as often as is necessary to complete dictating the whole text.
- 4) The teacher applauds the first pair or group to finish with no mistakes.<sup>14</sup>

**d. Teacher's Problems of Using Running Dictation.**

Teachers often have some difficulties in doing running dictation. According to Alex Case stated there are 6 problems in doing running dictation, they are;

1. The runners often block each other. It happens when the teacher does not copy the text. The Teacher only stuck one big paper in the wall or whiteboard. Absolutely, the runner from each group will absolutely block each other to see the text.
2. The writer can see the text. This problem will happen if the English teacher provides the big font of the text and the distance between the writer and the text is too near.
3. The runners often give correction to the writer. The runners usually give the correction to the writer's writing because they really want their group to be the winner.
4. The runners or the writers hear the information from other groups. It may happen if the distance between the groups is too near so when other group can hear the other group information. Information here means the text that being dictated by the runners to the writers.

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<sup>14</sup>Andrew Right, et.al. , *"Games for Language Learning"*(New York: Cambridge University Press, 2006), 90.

5. The difference distance of the groups to the text. This problem happens when the teacher only sticks one big text while the line of the group is around the class. So, there will be difference distance between the groups and the text. There will be some groups near and some others far from the text.
6. Problems in communicating the information, between the writer and the runner. The problem may happen when the runner forgets the line that read and the other runners will be confused and the writer may not tell the runner about the line and then another problems communication is the pronunciation of the runners when dictate the writer. The runners usually can't pronounce well the vocabulary of the text<sup>15</sup>

### 3. Recount Text

#### a. Definition of Recount Text

Recount text is a kind of texts that retells past events, usually in the order in which they happened.<sup>16</sup> It usually tells about the significance event happened to the writer and it uses the first person as recount tells about writer's live.<sup>17</sup> Therefore, recount text is a text that tells about the past event which is about the writer's live.

#### b. The Generic Structure of Recount Texts

In making a recount text, there is an important structure of recount text. Based on Anderson's theory tells that recount text has three main parts. They are:

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<sup>15</sup>Alex Case. "How To Use Running Dictation in EFL Classes"

([Http://edition.tefl.net/ideas/games/running-dictations-in-efl/](http://edition.tefl.net/ideas/games/running-dictations-in-efl/), Accessed on September 3, 2018)

<sup>16</sup>Mark and Katy Anderson, *Text Types in English*, (South Yara: MacMillan Education, 1997), p. 48.

<sup>17</sup>Robert Keith Miller, *Motives for Writing Fifth Edition*, (New York: McGraw-Hill, 2006), p.47.

- 1) Orientation: the opening of the text, the introduction of the topic text. The orientation is used to give the background information about who, what, where and when.
- 2) Event: It is usually told in a series of paragraphs which retell the events in the order of sequence when they happened.
- 3) Reorientation: The function is as the closing statement. It is a paragraph which contains a personal comment of the writer.<sup>18</sup>

**c. Running Dictation to teach reading Recount text.**

Running dictation is an activity that done by dictating the writer to read the text. Based on Haemata, running dictation is a fun activity that can be used to re-ergenis a “flat”, introducing a new theme or topic, or focusing on particular grammatical point.<sup>19</sup> Using running dictation to teach reading recount text can avoid students in getting boring and frustrating during reading. It because the students will have the fun activity to read recount text and they can also check their writing of recount text with all the whole class and also have some questions that relates to the reading to know their understanding in reading the text.

As stated by Davis that there are particular ways in using running dictation to teach reading recount like dividing the students into groups, choosing the writer and the runners, explaining the rules and having the winners for the students during doing running dictation.<sup>20</sup>

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<sup>18</sup>Mark and Katy Anderson, *Text Types in English*, (South Yara: MacMillan Education, 1997), p. 53.

<sup>19</sup> Dani Iskandar Sanusi, Mundriyah, Asep Samsudin, “Teaching Reading Comprehension Skill Which is Using Running Dictation Strategy”, 3

<sup>20</sup> Andrew Right, et.al. , “*Games for Language Learning*”(New York: Cambridge University Press, 2006), 90.

## **B. Previous Studies**

Some researchers have been conducted related to this issue. The first research is conducted by EkaWidiRiyanti by the title “The Use of Running Dictation Game and Rapid Writing Strategies to Improve the Students’ Writing Skills of The Eight Grade Students of MTS N Susukan in The Academic Year of 2017/2018”. This thesis was conducted to find out the procedure of students’ writing skills using running dictation game and rapid writing strategies and also to know the significant influence of using running dictation game and rapid writing writing strategy to the students’ writing skill. The researcher used CAR (Classroom Action Research) as the methodology of research. Therefore the researcher gave the two pre – test, two treatment and two post-test to the subject of research. The subject is the students on Eight Grade of MTS N Susukan. This research showed that Running Dictation Game and Rapid Writing Strategy can improve students’ writing skills based on the result of pre and post tests.

The second research is conducted by RestaPutri Yan Asmoro which the title is “Increasing Students’ Listening Achievement through Running Dictation”. The subject of this research was students of XI IPS 3 at SMAN 1 AmbarawaPringsewu. The research was conducted to know whether Running Dictation can improve students’ listening. The pre and post test had been conducted to know the students’ score in listening. The result showed that running dictation can influence the students’ listening achievement.

The next research is conducted by AldilaArinAini that has the title “The Use of Running Dictation Technique to Improve Students’ Writing in Descriptive Text”. This thesis is conducted in SMAN 1 BawangBanjarnegara which the subject of this research is students on eleventh grade. The objectives of this research is to know to students’ responses toward running dictation applied in writing skills and also to find out how running dictation can improve the students writing ability in descriptive text. This research used CAR (Classroom Action Research) as the research method. The researcher conducted two tests (pre and post test) to get the data and also gave some questionnaire to the subject. It is

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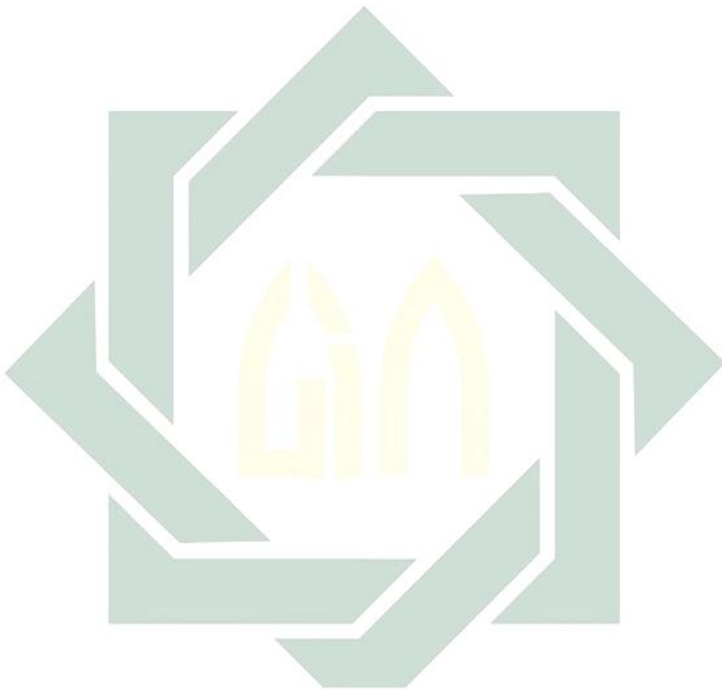
shown based on the result that running dictation can improve the students' writing ability and the students' responses toward running dictation is good.

The next previous study is done by MenikDiantari. The title of the thesis is "The Effect of Using Running Dictation Strategy toward Reading Comprehension on Descriptive text of the Second Year Students at MTs DarulHikmahPekanbaru". The aim of this study is to find out whether running dictation strategy has the influence on reading comprehension. The method used by the researcher is quasi experimental. The subject of the research is students on class VIII B3 as the experimental subject and VIII B4 as the control class. The result of the tests showed that the post test is higher than the pre test, so that it can be concluded that there is a significant influence of using Running Dictation strategy in reading comprehension on descriptive text.

The last previous study is conducted by GhinaNurIlma by the title "The Use of Running Dictation in Improving Students' Writing Descriptive Text Ability". The subject of this study is one class of students at seventh grade of SMPN 11 Bandung. The aims of conducted this research are to find out the effective of Running Dictation to improve students' writing Descriptive text ability and also to know the students' responses toward the effectiveness of Running Dictation used in improving students' writing descriptive. The data collected by doing pre test, post test and questionnaire. The result shows that Running Dictation is effective to apply in writing descriptive text and students' responses are also good because they feel motivated in writing descriptive text by using Running Dictation.

As the general there are three differences of the previous studies and the recent study. The first, there are some previous study conducted the research at Junior High School while the recent study will conduct at Senior High School. The Second difference is most of all the previous studies used CAR (Classroom Action Research) and Quasi Experimental which need to get the score in pre and post test to know the effective of using running dictation while the recent study will use Qualitative Descriptive as the method which do not need test to take the data, the researcher will only have observation and write some activities happen in field note. The last difference is the previous study conducted the

Running Dictation in other English skills like Listening and Writing while the recent study will conduct the research in reading skill.



## **CHAPTER III RESEARCH METHOD**

Research method is included the important aspect in doing a research because it can be a key of the good research. Method is a way that taken by the researcher in finding, collecting, analysing and writing it into the study. The research can have the valid result if the researcher chose the appropriate research method.

In doing a research, the researcher will find and collect the data that are objective and relevant, so that the data can be analysed well. Therefore, the research method that used in this research is:

### **A. Research Design and Approach**

This study uses qualitative descriptive method. Denzin and Lincoln argued that qualitative research involves an interpretive and naturalistic approach which means that qualitative research is the research that study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.<sup>21</sup> The qualitative research is used to interpret some phenomena which happened and it's done in natural settings.

The researcher chooses the qualitative descriptive as the method of this research because the researcher would describe the phenomenon of using running dictation in teaching reading recount text at X Bahasa of MAN 1 Gresik by having the naturalistic approach in natural settings.

### **B. Research Setting**

The research is located in X- Bahasa of MAN 1 Gresik in academic year 2018/2019. This class is chosen because the English teacher who teaches has been applying Running Dictation to teach reading recount text.

### **C. Subject of The Research**

The subjects of this research are the English teacher and the students at X-Bahasa of MAN 1 Gresik in academic year 2018 / 2019. For the first research question, the subjects of research are the English teacher and also the students at X Bahasa of MAN 1 Gresik. And then, for the second research

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<sup>21</sup>Hossein Hashemnezad, "Qualitative Content Analysis Reserach: A review article", Journal of ELT and Applied Linguistics. Vol.3. 2015,55.



question, the subject of the research is the English teacher at X Bahasa of MAN 1 Gresik.

#### **D. Data and Source of Data**

##### **1. Data**

In this research, the researcher answer two research questions use two data. The data for the first research question is the teacher's procedure in using running dictation. Teacher's procedure here covered the stages and also media that used in using running dictation.

The second data that used to answer the second research question is the teacher's response about the teacher's problems since using running dictation. Teacher's problems covered the teacher's problem that may happen during using running dictation.

##### **2. Source of Data**

The source of data that used for the first and second data is the English teacher of X-Bahasa at MAN 1 Gresik in academic year 2018/2019 who taught reading recount text used Running Dictation.

#### **E. Data Collection Technique**

In this research, the researcher used observation and interview technique to answer the research questions were below:

##### **1. Observation**

Observation is the selection and recording behaviours of people in their environment, therefore this technique is useful to generate in depth descriptions of organizations or events.<sup>22</sup>The researcher uses the non participant observation. It means that the researcher only observes and does not involve to the activity which is doing running dictation in teaching reading recount text. The researcher only observes, listens and draws conclusions. The researcher observes the use of running dictation to teach reading recount text. By this observation,

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<sup>22</sup> Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat,2015), p. 25

the researcher obtains deep understanding and viewing of whole teaching and learning process in the X-Bahasa Class of MAN 1 Gresik includes the situations and activities happened in the class. Therefore, the researcher obtains deep understanding about the procedure which covers the media used and also the stages that implement by the teacher during doing running dictation at X-Bahasa class of MAN 1 Gresik. The researcher does observation for two meetings in this study. The researcher also observed the teacher's problems that happened during using running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik.

## 2. Interview

Interview is extendable conversations between partners that aims at having an 'in-depth information' about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewing bring to it.<sup>23</sup> The researcher interview to the English teacher with aims at having deep information about the teacher's problems that happened since using running dictation to teach reading recount text. The type of interview that used by the researcher is semi-structured interview. Semi-structured interview is the type of interview that allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses.<sup>24</sup> The researcher uses a basic checklist to help cover all relevant areas. So that, the researcher does semi structured interview to get the data for the second research question and used the basic checklist of the questions about the teacher's problems that cover the teacher's problem had by the English teacher to teach reading recount text at X-Bahasa of MAN 1 Gresik.

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<sup>23</sup>Barbour, R. – Schostak, J. F. *Research Methods in the Social Sciences* (London: Sage, 2005), 54.

<sup>24</sup>HamzaAlshenqeti, "Interviewing as a Data Collection Method: A Critical Review". *English Linguistic Research*. Vol. 3, No. 1, 2014, 40.

## **F. Research Instruments**

Collecting the data of the research need research instruments. Thus, the researcher designs the research instruments to collect the data. The instruments of this research were below:

### **1. Observation Checklist**

The researcher uses observation checklist to observe the use of running dictation to teach reading recount text. In the observation checklist, there are five big points of stages in dealing with using running dictation to teach reading. Checklist observation for identifying the use of running dictation is designed using “Yes” or “No” checklist based on the stages of using running dictation. The observation checklist is adapted from the Davis and Rinvoluceri theory.

### **2. Field Note**

The researcher needs field note to support the observation checklist about the stages of using running dictation to each reading recount text. The researcher writes everything happens since the English teacher used running dictation to teach reading recount text. It means that this instrument is used to get the data for the first research question more details. The researcher also used the field note as the supporting instrument for second research question that is the teacher’s problems during running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik.

### **3. Interview Guideline**

This instrument is used by the researcher to collect the data for the second research question. The interview guideline is designed based on the teacher’s problems in using running dictation that stated in Alex Case theory. It is given to the English teacher of X-Bahasa at MAN 1 Gresik as the tool of getting the second data. Therefore, this instrument is used to know the teacher’s problems that had by the English teacher since using running dictation to teach reading recount text. There are 8 questions that are asked to the English teacher, the first question is the teacher’s opinion about running dictation,

then the problems that stated in Alex Case theory and the last other problems that may happen out of the theory.

### **G. Data Analysis**

In this research, the researcher collects the data by using observation and interview. The data analyzed in descriptive qualitative approach. Then, the researcher presents the data in the form of description.

To answer the first research question, the researcher analyzes the data which collected through observation and match it with the theory that provided in review related literature. For the explanation, the observation will describe the procedure of Running Dictation Game in teaching reading recount text. The researcher observes the procedure of Running Dictation Game directly in the class using observation checklist based on Davis and Rinvoluceri theory about the stage of using Running Dictation in teaching reading and also make field note. The description explains the stages and activities than compare it with that theory.

The researcher analyses the second research question used the theory of teacher's problems in using running dictation by Alex Case. The researcher interviews the English teacher at X-Bahasa Class to get the data of teacher's problems that had during using running dictation technique to teach reading recount text and also the researcher writes in the field note about the teacher's problems that happened during running dictation at X-Bahasa of MAN 1 Gresik.

### **H. Research Stages**

There are some stages that done by the researcher to conduct this study, the stages are in the following:

First, the researcher formulated the title and the research questions of this research based on the phenomena happened in MAN 1 Gresik especially in English learning. In order to clarify the problem to this research, the researcher came to the MAN 1 Gresik and did the pre eliminary research at MAN 1 Gresik at. The pre eliminary research gave the information to the

researcher about the activity that done by the English teacher in English reading class. Through this step, the researcher got the real phenomenon about using running dictation as an activity to teach reading recount text at MAN 1 Gresik. Therefore, by doing this step, the researcher expected that this research is important to be done.

Second, the researcher collected the data by doing observation in reading class which implemented running dictation as an activity to teach. During using running dictation in reading class, the researcher used checklist observation and field note as the instruments to get the data. The researcher did the observation for two meetings. The researcher also interviewed the English teacher to get the second data about the teacher's problem in running dictation to teach reading recount text and having the field note as the supporting instrument to write the teacher's problem happened during running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik.

Third, the researcher analyzes the data that is collected by observation and interview. The researcher analyzes the first data that is the procedure of running dictation to teach reading by using the Davis and Rinvoluceri theory and then the second data that is the teacher's problems in using running dictation by using the theory from Alex Case.

The last, after analysing the data based on the theories, the researcher wrote the report of this research by reporting the result and the finding if the research based on the data obtained from the research. The research reports the result of this research in the form of thesis.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents research finding and discussion. The research finding is about the result gained the source of the data that is the procedure and problems of running dictation. The findings are the result to answer the two research questions. Those research questions are; how the procedure of running dictation and what are the teacher's problems in running dictation. The findings will be explained on the discussion section. The discussion will correlate the finding with the theories used in this study.

#### **A. Research Findings**

The researcher conducted the research from October 2<sup>nd</sup>, 2018 – October 9<sup>th</sup>, 2018. For answering the research question in this study, the researcher used two instruments for analyzing the data. Based on the result of observation and interview that already did by the researcher in X-Bahasa class of MAN 1 Gresik about the procedure and the teacher's problems of using running dictation to teach reading recount text obtained the following research result:

##### **1. The Procedure of running dictation to teach reading recount text at MAN 1 Gresik.**

The researcher collected the data regarding with the first research question of the study which is how the procedure of running dictation to teach reading recount text. The teaching and learning process during the use of running dictation had been analysed by the researcher based on what happened in the course. The English teacher implemented running dictation in teaching recount text at X-Bahasa class. The recount texts that were chosen by the English teacher is the biography text about ZaskiaSungkar and R.A Kartini.

There were 5 activities that done in running dictation based on Davis and Rinvoluceri. The researcher has made an observation checklist to make the reader easier in understanding the result of the research about the procedure of running dictation to teach reading recount text. The observation checklist of the procedure running dictation based on Davis and Rinvoluceri is stated below:

**Table 4.1**  
**The result of observation checklist in using**  
**Running Dictation.**

No.	Procedure	1 <sup>st</sup> meeting		2 <sup>nd</sup> meeting	
		Yes	No	Yes	No
		1.	The teacher provides one or more copies of the text on the classroom wall or on a table depends on the size of the class. The teacher puts the texts on the wall. The teacher can put one or more text.		
2.	The teacher divides the learners into pairs or groups. The teacher divides the students into two or more groups.				
3.	The members of the group decide the students who will be the runner or the writer.				
4.	The teacher explains the rule of the running dictation to the students.				
5.	The teacher applaus the first pair or group to finish with				

	no mistakes				
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Based on the observation checklist, the researcher found that the English teacher who used running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik applied the same activities of running dictation that same with Davis and Rinvolucri theory. Therefore, the explanation about detail activities of running dictation as below:

**a. Procedure 1**

The first procedure in running dictation is the teacher provides some copies of the text on the wall or table which depends on the size of the class.

In the first observation, the researcher found that the English teacher had some copies of the texts which stuck on the wall based on the groups. There were 5 groups in this meeting. So, the English teacher stuck 5 copies of ZaskiaSungkar text on the whiteboard. The English teacher said:

*“I have stuck five texts in the whiteboard. So, one group has one text to read”.*

The English teacher stuck the texts and the students keep talking with their group but it did not disturb the situation of the class.

On the second meeting, the English teacher stuck some copies of the texts. The text used in this meeting was the biography by R.A Kartini. The English teacher asked the students a help to stick the copies of the text. There were 4 groups in this meeting, so the English teacher had 4 copies of the texts. The English teacher said:

*“Students, anyone can help me to stick these papers on the whiteboard”.*

Then, four boy students came forward and stuck the texts on the whiteboard. The English teacher helped them to stick the texts. While other students keep talking slowly to their groups but it did not disturb the situation of the class.



## b. Procedure 2

The second procedure in running dictation is the teacher divides the learners into pairs or groups. The teacher divides the students into two or more groups.

The researcher found in the first observation that the English teacher divided the class into five groups. There were 33 students in the class, so there were six up to seven students in each group. The English teacher said:

*“Ok students, I need to make five groups for you. So, please count one up to five to make the groups”.*

*“Let’s start count number one you”.* While pointing the girl student who sit in front in the left side and continue to other students until all the students were done shouting their numbers.

Then, the English teacher said to all the students in the class:

*“So, each student has their own number and now please find your group!”.*

*“The students who get number one should sit in the right line and continue to the next group”.*

*“You may start it now”.* The English teacher shouted loudly.

When the English teacher said to the students to start finding their group, the students directly shout each other their number and asked each other about other students’ number. The situation in the class directly became not conducive. All the students were crowded. It took long time for the students to find their groups. The English teacher directly gave the next instruction to the students. The English teacher said:

*“Students, you do not need to shout your own numbers loudly”.*

The English teacher loudly but no students gave attention, they still shouted each other. Then, the English teacher clapped her hand hardy and the

students directly silent and looked at the English teacher. The English teacher said:

*“Students, you do not need to shout your number hardly and ask your friends’ number”.*

*“You just need to remember your own number and directly sit in the line which I pointed out last time”.*

*“Can you do it?”.*

The students were silent and did not shout again. The situation of the class become more conducive and was not crowded. They sit in the line that had been arranged by the English teacher. After the students sit in their groups, the English teacher checked their groups by shouting the numbers of group.

*“Group one, two, three, four and five”.*

While the English teacher shouted one by one the number of the groups, the students in the group raised their hand to show their group. After the students found their group, then The English teacher said:

*“Ok, you have found your group, so we can continue to the next activity”.* It shows that the class had made the group for the students.

On the second observation in the second meeting, the researcher found that the English teacher had different activity to make the group for the students. The English teacher divided the students into four groups because there were only 27 students in the class. There were 6 up to 7 students in each group. The English teacher said:

*“I’m going to make the group for you. I need you to make four groups”.*

*“But, in this meeting, I do not ask you to count your number again because in the last meeting, you become very crowded of finding your group”.* All of the students laugh of the English teacher’s statement.

Then, the English teacher continued her talking to the students.

*“For this meeting, I’m going to divide you into four groups. The group is based on the line of your sit, so the left line become the first group, then the next become the second group, and this line become the third group and the last line become the fourth group”.*

The students did not find their group by their own, they directly become one group with their line. This way made the class more conducive and did not take a long time for the English teacher in making the group. The English teacher tried to check the students understanding by shouting the number of the group and asked the group to raise their hand.

*“So, group one, two, three and four”.* When the English teacher shouted their number, the each group raised their hand quickly. In the last, the students had got their group.

### **c. Procedure 3**

The third procedure in running dictation is the members of the group decide the students who will be the runner or the writer.

The researcher found based on the first observation that the English teacher asked the students to choose the writer for their group. In this meeting, the English teacher used the term secretary as the writer. The English teacher said:

*“Please, choose a student in your group to be the secretary”.*

The students directly asked the question to the English teacher about the function of the secretary. The situation in the class become more crowded and did not conducive. The English teacher did not answer their question and directly asked them to choose the student to be the secretary.

*“I’m going to give you three minutes to choose your secretary”.*

Then, the students in their group directly pointed each other to be the secretary. The class became more crowded. The English teacher tried to make the situation of the class become conducive. The English teacher said:

*“Students, I’m going to choose by myself the secretary of the group and the students whom I pointed out must be the secretary”.*

The students became silent and listened carefully the name that the English teacher called to be the secretary.

*“The first group, the secretary is Maulidah”.*

*“The second secretary is Nafi”.*

*“For the third group is Hasan”.*

*“The fourth group will be Naura”.*

*“So, I choose Andi for the fifth group”.*

Those five students were being the secretary in their group. After choosing the secretary of the groups, the English teacher continued the step.

*“I’ve chosen the secretary in each group, so the students who are not being the secretary. They will be the runner of their group”.*

All of the students directly shout questions to the teacher about the secretary and the runners. The class situation became more crowded. The English teacher asked the students to be silent and told them that she would explain clearly about the secretary and the runners.

*“So students, you have one secretary and five up to six students who become the runners”.*

*“The secretary here will be the writer so they have to write the text that I’ve stuck on the whiteboard”.*

*“The runners should run one by one in their group to the text and read the text and then, they have*

*to come back to their group to dictate the secretary about the text that has been read”.*

The Students listened carefully to their English teacher’s explanation about the secretary and the runners of their groups.

On the second meeting, the researcher found that the English teacher has different design of choosing the secretary and the runners. There were four groups in this second meeting. The English teacher directly called a students’ name in each group carefully. The English teacher told the students that she needed to choose the secretary like last meeting.

*“Students, I need the secretary like we did in the last meeting, but for this meeting I’m not going to ask you to choose, I’m going to choose directly by myself”.*

*“So, please listen carefully the names that I’m going to call”.* The students at X-Bahasa directly being silent and listen to the English teacher carefully.

*“Irfan, Yazid, Mitha and Lala. You are being the secretary for your group”.*

*“As we did last meeting, the other students who are not being the secretary will be the runners of their groups”.*

In the second meeting, the English teacher still gave the explanation about the job that should be done by the secretary and the runners. The English teacher said:

*“I think that you actually still remember the secretary and the runners in the last meeting”.*

*“But, I’m going to explain again to make you have the clearer understanding of the secretary and the runners”.*

*“Ok, the students who are being the secretary are Irfan, Yazid, Mitha and Lala, so they have to write the text that being dictated by the runners of their groups”.*

*“The runners should run to the text one by one, read and memorize the text, then dictate to their secretary in their group”.*

The students in the second meeting can understand well the jobs of secretary and runners that explained by the English teacher. The class was more conducive then in the first meeting. No students asked about the secretary and the runners on the second meeting.

**d. Procedure 4**

The fourth procedure that done in running dictation is the teacher explains the rule of the running dictation.

Based on the observation, the researcher found in the first meeting was the English teacher gave the explanation of the rule in running dictation. The English teacher explained carefully to the students. The English teacher said:

*“Students, we are going to have the fun activities for reading class today”.*

Most of the students directly shouted each other to show their happiness. Then the English teacher continued her explanation to the students.

*“As you see, I have stuck the texts on the whiteboard and I have also chosen the secretary and the runners of each group”.*

*“The writer of each group should sit in the back of the line and the runners should make a line”.*

*“The runners will run one by one to read the text and should come back to the secretary and dictate*

*the secretary about the text that has been read, and then the secretary in each group should write the text that has been dictated”.*

The English teacher checked the students’ understanding by asking them what they have to do with the text. The whole class had understood the teacher’s explanation of the rules. So, the English teacher continued the explanation of the rules.

*“Students, there will be a winner for our activity today. The group who has wrote all the text first will be the winner”.*

The students directly shouted and feel happy while asking whether the English teacher provided a gift or not and the English teacher stated to the students that there would be a gift for the winner. The English teacher told to the students that there would be a gift for the winner to motivate students in doing running dictation.

*“I’ve provided the gift for the students whose group is being the winner”.*

Most of the students feel very happy and enthusiast by listening the English teacher’s statement but some students seems usual of listening this statement.

The researcher found on the second meeting that the English teacher also did this activity in running dictation. The English teacher gave the explanation of the rules in running dictation. In this meeting, the English teacher gave the short explanation of the rules in running dictation.

*“The activity which we are going to do today is same with the last meeting. The students who are the runners should run to the texts that I have stuck on the whiteboard and then the secretary should write the text that has been dictated by the runners”.*

The English teacher only gave the short explanation because the rule in running dictation was explained more in the first meeting. The students could directly understand about the activity that they would do.

**e. Procedure 5**

The fifth procedure in running dictation is the teacher gives applause the first pair or group to finish with no mistake.

The researcher found in the first observation that the English teacher had a group to be the winner. The class had some activities done to get the winner of running dictation.

In the first meeting, the English teacher had divided the students into five groups. The students should stand up with their group in the line. The secretary of each group sit down at the back of the line, then the runners were standing in front of making a line. The English teacher had stuck five copies of the recount text in the form of biography by Zaskia Sungkar. As stated in the explanation of the rules in running dictation so the class started the activity by one student in each group run to the texts. Therefore, there were 5 students run to the text together and read the texts. They had to memorize the sentences of the texts.

The students who had memorized the sentences should run to the secretary of their group and dictate the text while the secretary wrote the text, then the next runners run to the texts and did the same activity with the previous runners. The English teacher limited the time of running, reading, dictating and writing the text. It was about 15 minutes.

*“I give you 15 minutes to do this activity, so you have to run, read, memorize and write the text quickly”*. The English teacher said it in the middle of the activity.



Most students at X-Bahasa class felt enthusiast by running to the text quickly and memorized the sentences, although some of them seem lazy to read the text.

*“Do not forget to raise your hand and say bingo when your group had written all the passage of the text”*. The English teacher said loudly to remind the students.

Then, one of group said bingo hardly while raising the hand. The English teacher directly came to them and asked other group to stop the activity. The English teacher announced the winner of running dictation. The winner in the first meeting was the fourth group so the English teacher gave applaud to them and also gave the gift to this group. Other groups gave applaud by clapping their hand. The class became fun.

After having the winner, the English teacher asked the whole of the class to check their writing together. The English teacher asked the students to change their writing with other groups. Then, the students were given the original text of Zaskia Sungkar’s biography. The English teacher said:

*“Please change your paper to another group and we are going to check your writing together”*.

After the students changed their paper, the English teacher gave the text that stuck on the whiteboard to each group. The English teacher asked the students in the group came forward one by one to read a sentence of the recount text until the whole passage of the recount text done.

The English teacher also corrected the students’ pronunciation in reading recount text. And then, the English teacher directly asked the whole class to repeat the correct pronunciation that said by her. After correcting the text, the English teacher asked the students to make three questions based on

the recount text and the students should ask their questions to other groups.

On the second observation, the researcher found that the English teacher also did the same activity. In this meeting, the English teacher gave applause winner. There were four groups so there were four copies of the recount text in the form of biography by R.A Kartini. There were four students run to the text, read and memorized the sentences then came back to secretary and dictate and the secretary wrote the sentences of the text that had been dictated. It was continued by the next runners of the groups. The English teacher gave for about 25 minutes for them to do this activity. The time was longer because the text that used is included the long text.

In this meeting, the English still did the same activity to get the winner by asking the students to raise their hand say bingo after writing all the sentences. On the second meeting, the group who was being the winner was the first group.

*“The winner of this meeting is the first group, give applause to them students”*. The students directly gave applause and the English teacher gave the gift to the winner.

After having the winner, the English teacher asked the whole class to check their writing together. In this meeting, the English teacher had a new activity of the students to check their writing. The English teacher asked the students to collect their group' writing then it was divided by the English teacher to another group. After that, the English teacher gave the recount text to the students in their group then asked the students to correct with their group by giving the writing comment on the other group's writing. The English teacher said:

*“Please, read the recount text with your group, then correct the recount text that has been*

*written by other group that you get. After that, give the note of the mistake made”.*

The students read the recount text and gave some comments to other groups by writing it on their papers. After that, the paper was given to their own group so the group can see their result and the mistake of writing the text. On the second meeting, the English teacher also asked the students to make five questions based on the texts and asked them to ask to other groups about their questions. It was five questions because the text used in this meeting was longer text than the first meeting.

## **2. The teacher's problems in using running dictation to teach reading recount text at MAN 1 Gresik.**

The English teacher had applied running dictation to teach reading recount text and the researcher interviewed the English teacher about the teacher's problems that had during using running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik.

Running dictation is chosen by the English teacher as the activity that used to teach reading recount text at X-Bahasa of MAN 1 Gresik because it is interesting and has some useful for the students like the English teacher may use running dictation to train the students pronunciation and memorizing the text during they read the text. Another useful is running dictation also can be used to make the English teacher know the students' ability in writing by dictating. Running dictation is included fun activity which can be used to reduce the students' boring in reading. Therefore, the researcher can conclude that the English teacher uses running dictation because it can have some beneficial during teaching reading recount text. However, the researcher found some problems based on the interview that was done by the researcher.

There are three problems that happened to the English teacher during using running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik.

The first problem that happened to the English teacher during using running dictation to teach reading recount text is the communication problem between the writer and the runners.

Based on the interview, the English teacher found that the English teacher said:

*“Oh, I see. Yeah I have this problem. The problem that usually happened is the runner usually forgets the line that has been read so other runners and the writer will also be confused. Oh yeah, It is happened that the runners can't pronounce well the vocabulary in the text so the writer also confused to write the text.”*

The English teacher found the problems communication between the writer and the runners. This problem is found in the first and second meeting. The example of this problem is the runners have read and dictate the sentences of the text but when the other runners ask what line that has been read, the runners forget the line so the next runner is confused. It happened during the English teacher implemented running dictation. There were some students were confused to read the text, the next runner asked to the previous runner what line that should be continued to read but the previous runner said that he forgot the line.

Another example of this problem is the runners do not know the pronunciation of the vocabularies that provided in the text. The runners dictate the writer but they cannot pronounce well. Absolutely, it made the writer confused of the text that should be written. Moreover, the English teacher forbids them to spell the vocabulary.

The second problem happened during using running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik is the English teacher found some students who lazy to read the text. The researcher found some students in the group that lazy to read the text so the students only read one sentence while other students who enthusiast read and memorize more than one sentence. It is said by the English teacher:

*“Yeah I have problem in running dictation. There are some students who lazy to read the text. They will only read a little sentence while other can read more than one sentence. Absolutely, it may disturb the group work and also the students who lazy will less motivation.*

This problem was happened in the second meeting. The recount text used was the biography of R.A Kartini. It was found that there were some students were lazy to read the text so they only read a sentence. It became the problem because, the other members of group always shouted to ask read more than one sentence. All the groups really wanted to win but there were some students in their group who lazy to read the text. Therefore, they were afraid of being the loser.

The last problem that found by the researcher based on the interview is the narrow line of the students. It is stated by the English teacher:

*“As you know, actually the size of the class is large enough but there are some desks and chairs in the class which make the line of the students is narrow. It is disturbing the students; the students may be rather difficult to move quickly”.*

It is found that the students were difficult to run when they came back to the secretary because they have to pass other runners in their group. The line is narrow because there were some stuff like chairs and tables besides them. The English teacher actually has the way to solve this problem by moving to the large and empty room but the English teacher did not find the room. Another way may the English teacher implemented running dictation in the yard but it will disturb the students' concentration in memorizing the text because it would be crowded. As stated by the English teacher as below:

*“It may, but in MAN 1 Gresik, there is not the empty place last time that's why I did running dictation in the class. Actually you may do running dictation in the*

*yard but yeah the students will not be able to concentrate well because it is crowded enough”.*

Therefore, this problem happened in the first and second meeting because the English teacher implemented running dictation inside the class of X-Bahasa at MAN 1 Gresik.

## **B. Research Discussion**

In this discussion, the researcher will review those findings by reflecting on some theories related for each problem that are the procedure and teacher’s problems of using running dictation to teach reading recount text. Then, the discussion is classified based on the research question of this study.

### **1. The Procedure of Running Dictation to Teach Reading Recount text at MAN 1 Gresik.**

There are five procedures that included running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik.

The first procedure is the teacher provides some copies of the text are depends on the size of the class. Based on the findings, the English teacher did this activity during using running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik. The copies of the texts which the teacher stuck on the whiteboard is not depends on the size of class but it is depends on the group of the class. So, there are 5 copies of recount text in the form of ZaskiaSungkar’s biography in the first meeting and there are 4 copies of the recount text in the form of R.A Kartini’s biography. This design activity is used to make the students easily to read their own text. This activity is also used to cover the problem that stated by Alex Case that the students may block each other during running dictation.<sup>25</sup> Absolutely, if the English teacher stuck the copies of recount texts based on the groups. The students

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<sup>25</sup>Alex Case. “How To Use Running Dictation in EFL Classes” (<http://edition.tefl.net/ideas/games/running-dictations-in-efl/>, Accessed on September 3, 2018)

directly run to their own text without trying to block each other.

The second procedure in running dictation is the teacher divides into some groups. According to the finding, the English teacher did the same activity in making a group for the students. In the first and second meeting, the English teacher divides the students into some groups. The English teacher divided the students into five groups in the first meeting and divided into four groups in the second meeting. Therefore, in those two meetings, the students in the group are contained six up to seven students. The reason of the English teacher put the same total of students in the group for those two meetings are for making the students easily in doing running dictation. The students should read and memorize the text so if there are 6 up to 7 students in a group, there would be 5 students who become the runners who read and memorize the text. Absolutely, the students will not feel hard to memorize the texts. There is a problem when the English teacher made a group for the students by asking them to count themselves. It was the students become crowded but the English teacher had covered this problem by asking the students not to shout their numbers. The English teacher asked the students to directly sit on the line that have been pointed by the English teacher. And also, the English teacher tried to solve this problem in the second meeting by making a group for the students based on their line.

The third procedure is the members choose the writer and runners for their groups. The findings show that the English teacher did this activity. In the first meeting, the English teacher asked the students to choose by themselves the secretary and the runners but it created the situation of the class became not conducive. The students pointed each other by the loudly voice. The English teacher tries to cover this problem by giving three minutes for the students to choose the secretary but the students do not want to discuss well, they stand on pointing each other. So, the English teacher directly called the students' name to be the secretary of their group. The



English teacher tried to conduct well the class situation. The way of teacher choosing the students directly seem being the good way to do this activity than asking the students to choose by themselves. Therefore, in the next meeting, the English teacher directly pointed the students who become the writer. The English teacher directly chose the students to be the secretary in the next meeting in order to limit the time and reducing the students' probability in choosing the clever students to be their secretary. Absolutely, it is a good way that the English teacher conducting of choosing the students directly to be the secretary and the runners.

The fourth procedure is the English teacher explained the rules of running dictation. According to the findings, the English teacher explained the rules to the students step by step carefully. The students listen to the students. The English teacher explained the activity that should be done by the students. This activity is also done in the second meeting. The English teacher still stands on explaining the rules of running dictation. It is used to make the students remember and understand well the activities that would be done. Besides, explaining the rules, the English teacher also checked the students' understanding about the explanation of the running dictation rules. The English teacher made sure that the students' can understand well the rules of running dictation in order to make this activity can be done as well as possible. Giving explanation of running dictation's rules can make the students are not confused of doing their job so the activities of running dictation can run well in the reading class.

The fifth procedure in running dictation to teach reading recount text is the English teacher applauds the students to be the winner. The findings show that the English teacher did this activity. The English teacher announced the winner and gave them a gift to make them have the big motivation in reading class. The winner of this activity is the group which done writing first. Having the winner in this activity will make the students become



fun. Therefore, it is argued by Haemata that running dictation is included the fun activity that used to re-energise the class. It can be looked when the students in the class during running dictation, most of the students feel spirit in being the winner. It is also stated by the English teacher if the activity designed as the competition so the students will be busy on their own business, so it will make the students try to do the bad thing lie stated by Alex Case that the students usually try to get the information from other groups. Therefore, the English teacher like of having running dictation as the activity to teach reading. Then, the English teacher checked the students' writing together with the whole class. The English teacher asked the students to read the first text and the other correct their writing. This activity is used to train the students' pronunciation.

There is an additional procedure done by the English teacher in using running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik. It is the English teacher asked the students to make three questions in the first meeting and five questions in the second meeting. The questions that students made should relate to the text. The students will ask each group their questions. This activity is used to assess the students' understanding about the text. This activity is good for the students because the students do not only have fun in reading class but they can also have the understanding about recount text.

The five procedures done by the English teacher are suitable with theory stated by Davis and Rinvolucru theory. The theory stated that the first activity is the teacher provides one or more copies of the text on the classroom wall or on a table depends on the size of the class. The teacher puts the texts on the wall. The teacher can put one or more text, then The teacher divides the learners into pairs or groups. After that, the members of the group decide the students who will be the runner or the writer. The next is the teacher explains the rule of the running dictation to the students. And the last, the teacher

applaud the first pair or group to finish with no mistakes.<sup>26</sup> Therefore, It can be concluded that the English teacher did all the activities that stated by Davis and Rinvoluceri in using running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik.

The result of this study is same as the study by Eka that has a focus skill in writing. It is stated that using running dictation to teach writing has the same procedures with running dictation that used in teaching reading. The procedures are having some copies of the text and then choosing the writer and the runners; the next is giving explanation the rules of running dictation and then has the winner and do correction. For the additional procedure, there is the different between the study from Eka that stated the additional procedure is the students are asked to make the recount text by their own while this study has the additional activity of asking the students to make the questions that has correlation to the text. The additional procedure is different because the study also has the different focus skill. The additional activity that found in this research is used to assess the students' understanding in reading recount text.

## **2. The Teacher's Problems of using Running Dictation to Teach Reading Recount Text at MAN 1 Gresik.**

Based on the findings, the researcher found that the English teacher at X-Bahasa of MAN 1 Gresik had three problems in using running dictation to teach reading recount text.

The first problem is the problems in communicating the information between the writer and the runner. According to the finding, the English teacher found this problem during using running dictation to teach reading recount text. The communication problem that happens is the runners forget the line that has been read. It made the other runner is confused to continue reading the text. There are some of them also forget the sentences that

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<sup>26</sup>Andrew Right, et.al. , *"Games for Language Learning"*(New York: Cambridge University Press, 2006), 90.

has been read when dictate the writer. This problem happened because the runners usually in hurry of reading the texts. They wanted to come back and dictate the writer as quick as possible. So, they often forget the line that has been read. The students should memorize the sentences that they have read and they feel that they have limit time, therefore the students do not remember the line that have read. The next communication problem that happened is the runners cannot pronounce well the vocabulary that stated in the texts. Absolutely, the runners will make the writer confused of writing the text. The students feel difficult to pronounce the vocabulary and there are some of them also do not know how to pronounce the vocabulary. Having good ability in pronouncing the vocabularies of the text will make the runner easily in dictating the vocabulary. The students in each group really want to be the winner so that if the runners have difficulty in pronouncing the vocabulary will make the time run out and make the group loses.

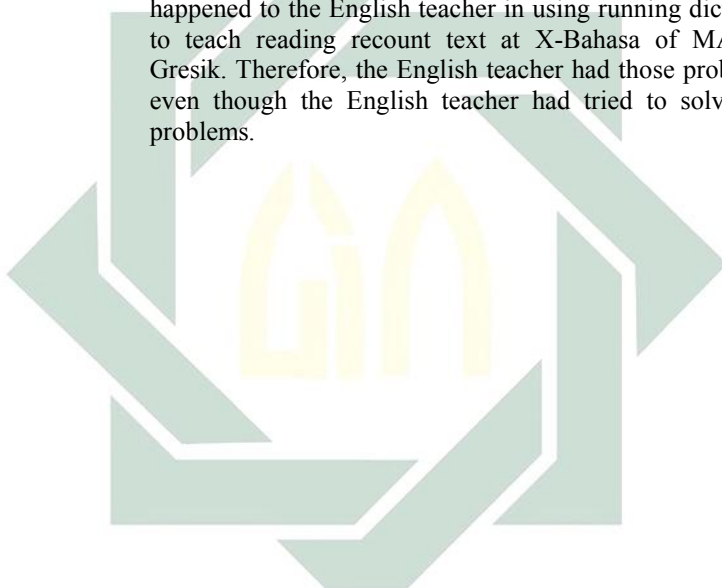
The second problem that happened to the English teacher is some students are lazy to read the text. Based on the findings, the English teacher had this problem during using running dictation to teach reading recount text. There are some students who are lazy to read the text. It is showed by some students who only read a sentence during they run to the text. The students feel that the vocabularies are difficult to pronounce and memorized. There are some students also think that memorizing the text is difficult. It happened because some students cannot focus well because they feel having limit time to read. Therefore, they feel lazy to read the text. The English teacher stated that the students should have some exercises of reading to train their pronunciation. Therefore, the English teacher designed the activity that the winner of the group is the group who done writing first not the group with has no mistake. It is used to make the students do not feel big pressure by not having the mistake in reading. The English teacher designed the activity into the competition; it is actually used to make the students who lazy in reading the

text become a big motivation. The students will feel more motivated if they can make their group become the winner. In a fact, there are still some students who lazy in reading the text during running dictation and do not care of being the winner. Another solution that had done by the English teacher is asking them to read the texts when checking their writing and train their pronunciation in this time. This solution is done by the English teacher to make the students do not only able to read and memorize the text but also the students can understand well the text that they have read. There are some questions that students made also about the feature language that used in recount text, the social function of recount text. Absolutely, having some questions will make the students more understand about the content, the feature language and also the social function of the recount text. Moreover, the English teacher also designs the additional activity by correcting the students writing of recount text. It is useful for the students to know the writing of the vocabulary. Additionally, the English teacher also invites the whole of the class to read the text, it can help the students to train the pronunciation. Although, the English teacher designs those additional activity, it is still found some students who less motivated so they last to read the text.

The next problem that happened in running dictation to teach reading recount text is the size of the class is small. According to the finding, the English teacher had this problem. The class size is actually large enough but there are some stuff like chairs and desks in the class so the class became small. The line for the students standing up is narrow. It absolutely made the students become difficult to move. The students feel difficult to run back to the secretary because there are other runners of their group standing in that line. The runners become run slowly to the secretary. It makes the time run out. The English teacher had tried to solve this problem by looking at other empty rooms but the English teacher did not find the room. The English teacher also wanted to conduct running dictation in the yard of the school but it will make

the students cannot concentrate well of memorizing the text because the situation will be crowded.

Those three problems that happened during using running dictation to teach reading recount text. There is one problem that stated by Alex Case theory which is the problem communication between the writer and the runners.<sup>27</sup> Two more problems which are some students lazy to read the text and the small size of the class are the problems out of Alex Case theory but the problems happened to the English teacher in using running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik. Therefore, the English teacher had those problems even though the English teacher had tried to solve the problems.



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<sup>27</sup>Alex Case. "How To Use Running Dictation in EFL Classes"  
([Http://edition.tefl.net/ideas/games/running-dictations-in-efl/](http://edition.tefl.net/ideas/games/running-dictations-in-efl/), Accessed on September 3, 2018)

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This research discusses the area of the study that has been explained in the previous chapter. This chapter is divided into two part, those are conclusion and suggestion. In conclusion, the researcher concludes the research based on the findings. Then, in suggestion, the researcher gives suggestion for the English teacher, the next researcher and for the readers.

#### **A. Conclusion**

The results of the research are implemented and teacher's problems of using running dictation to teach reading recount text at MAN 1 Gresik. The conclusion of the research can be explained as follow:

##### **1. The Procedure of Running Dictation to Teach Reading Recount Text at MAN 1 Gresik.**

The English teacher had five activities in running dictation based on Davis and Rinvoluceri theory. Therefore, the details conclusion of the procedure of Running Dictation to teach Reading Recount text at MAN 1 Gresik as below:

- a. The teacher provides one or more copies of the texts stuck on the whiteboard are depends on the total of the students' groups.
- b. The teacher divides the learners into some groups.
- c. The English teacher pointed out the writer and the runners in each group.
- d. The teacher explains the rule of running dictation to teach reading recount text.
- e. The teacher applause the winner which are the group who first done writing. The English teacher asked the whole class to check their writing.
- f. Additional activity which is the English teacher asked the students with their groups to make some questions related to the recount text.

## **2. Teacher's Problems in using running dictation to teach reading recount text at MAN 1 Gresik.**

There are three problems that happened to the English teacher in using running dictation to teach reading recount text at X-Bahasa of MAN 1 Gresik as stated below:

- a. There are two problems communication between the runners and the writer. They are the runners forget the line that has been read and the runners cannot pronounce the vocabulary well.
- b. There are some students who lazy to read the text because they think that reading is difficult.
- c. The last problem is the size of the class became narrow because of some stuff in the class.

### **B. Suggestions**

Based on the result of the study, the researcher recommends some suggestion in the following:

#### **1. For the English teacher**

The researcher suggests to the English teacher for conducting well the class during using running dictation. Therefore, the English teacher can solve the problems like the English teacher may do running dictation in teaching reading out of the class to make the students are easier moving and also the English teacher should give more motivation for the students who lazy in reading class during using running dictation.

#### **2. For Further Researcher**

The result of this study is used as the consideration for the next researcher in conducting the research that has the correlation with this thesis. It is especially hoped for the next researcher to conduct the research about the solution that can be provided to solve the English teacher problem that had happened during using running dictation.

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