

**THE EFFECTIVENESS OF RUNNING DICTATION IN
TEACHING WRITING SKILLS AT THE EIGHT GRADE OF
MTsN LUWU**

*A Thesis Submitted to the English Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for an
Undergraduate Degree in English Education*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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IAIN PALOPO

By

**IRA SEPTIANI ASRI
REG. NUMBER: 16.0202.0080**

Consultant :

- 1. Dr. Masruddin, S.S., M.Hum**
- 2. Muhammad Iksan, S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

CONSULTANT APPROVAL

Thesis Entitled : **The Effectiveness of Running Dictation in Teaching Writing Skills at The Eight Grade of MTs N Luwu**

Written By :

Name : Ira Septiani Asri

Reg. Number : 16 0202 0080

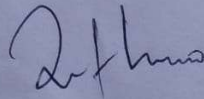
Faculty : Tarbiyah and Teachers Training

Study Program : English Education

Has been corrected and approved to be examined.

Palopo, 8 November 2022

Consultant I



Dr. Masruddin, M.Hum
NIP.19800613 200501 1 005

Consultant II



Muhammad Iksan, S.Pd., M.Pd
NIP.19860327 201801 1 001

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lampiran : -

Kepada Yth

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

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Nama : Ira Septiani Asri

Nim : 16 0202 0080

Prodi : Pendidikan Bahasa Inggris

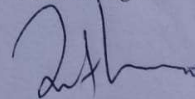
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Dr.Masruddin, M.Hum
NIP.19800613 200501 1 005

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Hal : Skripsi

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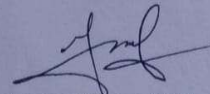
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Wassalamu 'Alaikum Wr.Wb.

Pembimbing II



Muhammad Iksan, S.Pd., M.Pd
NIP. 19860327 201801 1 001

EXAMINER APPROVAL

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Written By

Name : Ira Septiani Asri

Reg. Number : 16 0202 0080

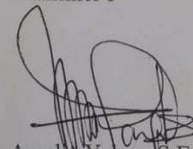
Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, December 1st 2022

Examiner I



Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

EXAMINER APPROVAL

Thesis Entitle : **The Effectiveness of Running Dictation in Teaching Writing Skills at the Eight Grade of MTs N Luwu**

Written By

Name : Ira Septiani Asri

Reg. Number : 16 0202 0080

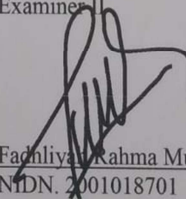
Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, December 1st 2022

Examiner II



Fachliyah Rahma Muin, S.Pd., M.Pd
NIDN. 2001018701

PRONOUNCEMENT

Signature by:

Name : Ira Septiani Asri

Reg. Number : 16.0202.0080

Faculty : Tarbiyah and Teacher Training

Study Program : English Language Study Program

Declares this thesis I wrote to fulfill a requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, "*The Effectiveness of Running Dictation in Teaching Writing Skills at the Eight Grade of MTsN Luwu,*" is genuinely my original work. It does not incorporate any materials previously written or published by another person except does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection or claim from others.

Palopo, November 2022

Researcher



Ira Septiani Asri

NIM 16.0202.0080

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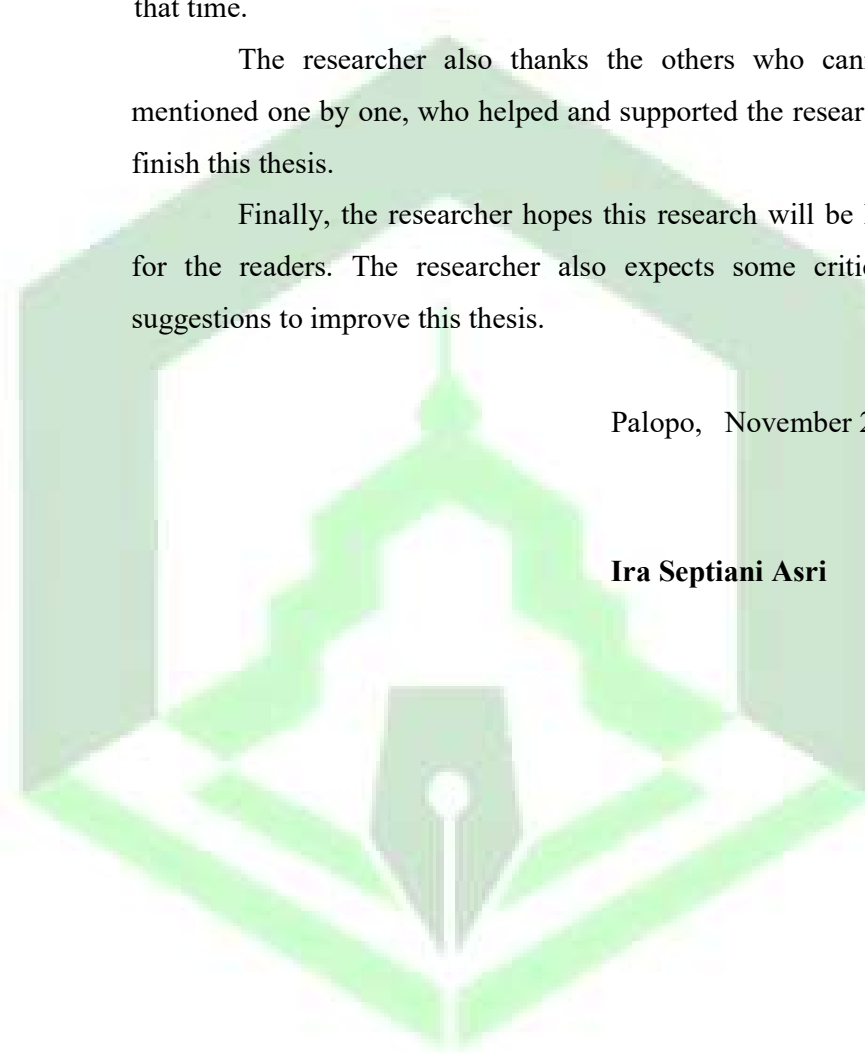
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TABLE OF CONTENTS

TITLE PAGE.....	
THESIS APPROVAL.....	i
CONSULTANT APPROVAL	ii
NOTA DINAS PEMBIMBING	iii
EXAMINER APPROVAL	v
PRONOUNCEMENT.....	vii
ACKNOWLEDGEMENT	vii
.....	
i	
TABLE OF CONTENTS.....	
TABLE OF APPENDIX.....	
CHAPTER I INTRODUCTION	
A. Background.....	1
B. Problem statement.....	5
C. The objective of the Research.....	5
D. Significant of the Research	5
E. Scope of the Research	6
F. Operational Definition.....	6

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Study	7
B. The concept of Running Dictation	
1. Definition of Running Dictation	11
2. The procedure of Running Dictation.....	12
3. Advantages of Running Dictation	13
C. The concept of Writing	
1. Definition of Writing.....	13
2. The steps of Writing	14
3. Component of writing.....	15
4. Types of Writing	17
D. Conceptual Framework	19
E. The Hypothesis of The Research	19

CHAPTER III RESEARCH METHOD

A. Research Design.....	21
B. Research Setting.....	21
C. Population and Sample	21
D. Operational Definition of Variable	21
E. Research Instrument.....	21
F. Data Collection Technique	21
G. Technique Of Data Analysis.....	27

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings	31
1. The Score of Students' Writing Skills in Pre-Test.....	34
2. The Score of Students' Writing Skills in Post-Test	38
3. The Score Classification of Students' Writing Skills in Pre-Test and Post-Test	42
4. The Mean Score and Standard Deviation of Pre-Test and Post-Test..	43
B. Discussion.....	45

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion	46
B. Suggestions	48
BIBLIOGRAPHY	48

LIST OF TABLES

Table 3.1 Design One Group Pre-Test-Post-Test	20
Table 3.2 Scoring the Students Writing.....	27
Table 3.3 Classifying the Students' Pre-Test and Post-Test	32
Table 4.1 Students' Score in Content, Organization, Vocabulary, Grammar, and Mechanic in Pre-test.....	34
Table 4.2 Rate Percentage Score of Students' Content in Pre-Test	35
Table 4.3 Rate Percentage Score of Students' Organization in Pre-Test..	35
Table 4.4 Rate Percentage Score of Students' Vocabulary in Pre-Test.....	36
Table 4.5 Rate Percentage Score of Students' Grammar in Pre-Test.....	36
Table 4.6 Rate Percentage Score of Students Mechanic in Pre-Test.....	37
Table 4.7 Descriptive Statistic of Writing Aspect in Pre-Test	37
Table 4.8 Students' Score in Content, Organization, Vocabulary, Grammar, and Mechanic in Post-Test.....	38
Table 4.9 Rate Percentage Score of Students' Content in Post-Test.....	39
Table 4.10 Rate Percentage Score of Students organization in Post-Test.	40
Table 4.11 Rate Percentage Score of Students' Vocabulary in Post-Test .	40
Table 4.12 Rate Percentage Score of Students' Grammar in Post-Test	41

Table 4.13 Rate Percentage Score of Students Mechanic in Post-Test.....41

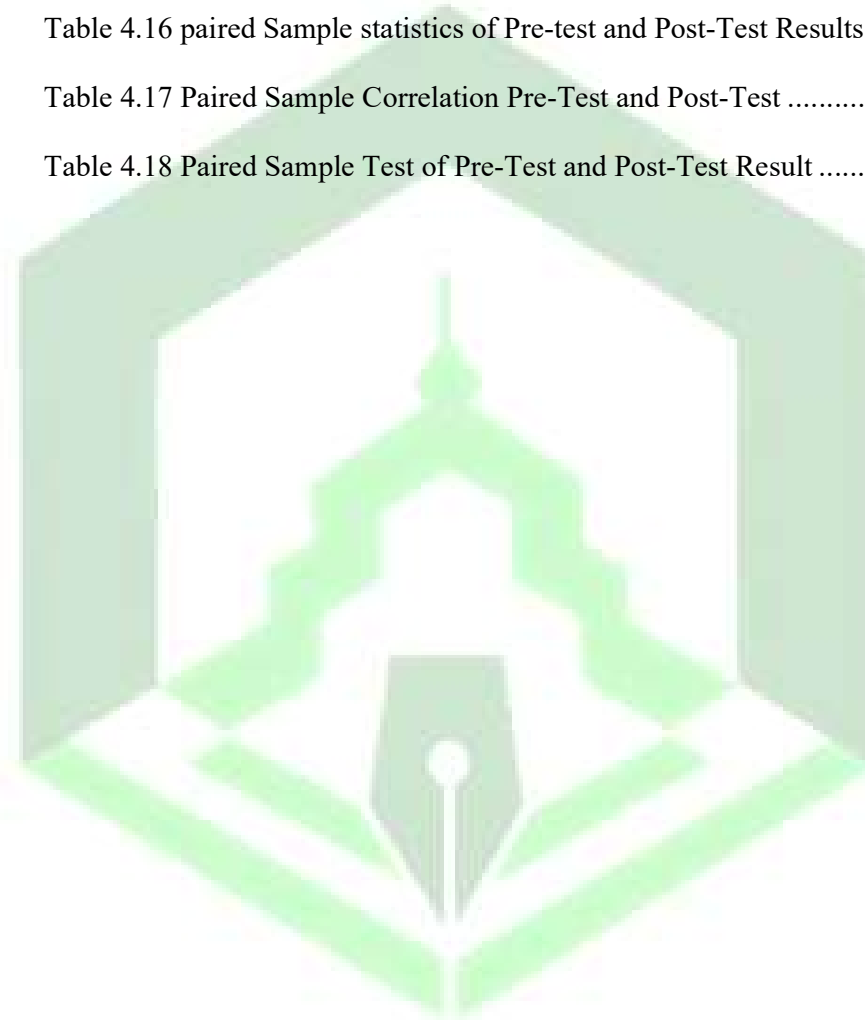
Table 4.14 Descriptive statistic of Writing Aspect in Post-Test.....42

Table 4.15 Comparison of Students' Pre-Test and Post-Test42

Table 4.16 paired Sample statistics of Pre-test and Post-Test Results.....43

Table 4.17 Paired Sample Correlation Pre-Test and Post-Test44

Table 4.18 Paired Sample Test of Pre-Test and Post-Test Result44



IAIN PALOPO



LIST OF APPENDIX

APPENDIX I: The Instrument Test

APPENDIX II: Lesson Plan

APPENDIX III: Students Worksheet

APPENDIX IV: Documentation

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ABSTRACT

Ira Septiani Asri, 2022. “*The Effectiveness Of Running Dictation In Teaching Writing Skills At The Eight Grade Of MTsN Luwu.*” Thesis English Education Study Program Tarbiyah and Teacher Training Faculty IAIN Palopo. Consultant (1). Dr.Masruddin, M.Hum, and Consultant (2). Muhammad Iksan, S.Pd., M.Pd.

This research aims to find out the effectiveness of Running Dictation in teaching writing skills to the eighth grade of MTsN Luwu. It applied *pre-experimental research* that focuses on one group pre-test and post-test design. The eighth-grade students of MTsN Luwu as the population of this research. The sample is taken by purposive sampling which consists of 30 students. The data were analyzed descriptively statistically, and calculated by using SPSS 20. The data were analyzed by calculating the mean score and paired sample t-test. the result revealed that the students’ mean score on post-test (77,37) was higher than the pre-test(39,37). The t_{count} (11,210) was higher than t_{table} (3,038). It indicates that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It can be stated that utilizing the running dictation application is recommended to apply in improving students’ writing skills.

Keyword : Running Dictation, Writing Skills, Describing.

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CHAPTER I

INTRODUCTION

A. Background

English is an international language. It is spoken by many people all over the world either as a first or second language. It is a key to opening the world of scientific and technical knowledge, which is needed for the economic and political development of many countries and it is also a top requirement of those seeking jobs applicants who master either active or passive English are more favorable than those who don't. From this fact, it is obvious that everybody needs to learn English.¹

English is used in some specific knowledge and all affairs in this globalization era. That makes English become an international language because it can be used to communicate with people who live in different countries from us and people who have a different language from us.²

Students have to master the four language skills: Listening, Speaking, Reading, and Writing to know the use of English. However, Writing is the most complicated skill to be learned if it is compared to other language skills. It is because writing is not only mustering how to use language but also everything about what we are going to write and the way we arrange and write it.

Writing is the mental work of inventing ideas, thinking about how to express and organizing them into statements and paragraphs that will be clear to the

¹ Hasriani (2009), *improving students' speaking skill through debating activity at the elevent grade of sma negeri 2 palopo*. P,1

² Ferawati (2014), *improving students' speaking skill through retelling folktale at the eight grade students of smp negeri 8 palopo*. P,1

reader.³ We have known that writing skill is very complex. In addition, the teacher should give more attention to teaching writing skills to increase the students writing.

Based on the results of observations at the MTs N Luwu, there were several facts were found, first, the researcher asked students about their favorite subject, some students said that they liked sports and mathematics, and some students said they liked English and sports. second, some of the problems experienced by students, are that students cannot express and develop their ideas well in writing because they do not know using the correct words and are afraid to make mistakes in grammar, the use of punctuation, and loss of vocabulary.

Based on comments from teachers and students, the researcher plans to use a running dictation game to improve students' writing skills that focus on writing aspects, so the researcher chooses the title “the Effectiveness of Running Dictation in Teaching Writing Skills at the Eight Grade of MTs N Luwu”

Running dictation is an activity where students read a text, memorize the next for a short time, and then write the text. It is a lively activity that practices reading, speaking, remembering, listening, and writing. In running dictation pupils worked in groups of five to six. One member was responsible for writing the text while others members took turns reading out the text sentence by sentence. This provided pupils with an opportunity to work cooperatively.³

The benefit of running dictation is easier to apply in the classroom. Running dictation can help students to improve and practic their reading, listening,

³ Tiodora Silalahi and Yulia Pratiwi, “The Usage Of Running Dictation Method To Improve The Students’ Writing Ability”, *Bilingual : Jurnal Pendidikan Bahasa Inggris* 3, no.1 (April 2021): 24, <http://jurnal.usi.ac.id/index.php/bilingual/article/view/256>

speaking, writing, and critical thinking skill. Using running dictation has variations in the classroom; it can use pictures, multiple sentences, place, use testing or testing learning, and as a warmer.⁴

There were two studies related to Running Dictation that have been conducted earlier. The first previous research is Ade Mentari (The use of running dictation technique to improve students' writing in the descriptive text at Mts Amin Darussalam). The researcher collected data from the classroom action research through four steps. They were a plan, action, observation, and reflection. The subject of this study were 40 students in eighth-grade students of Mts Amin Darussalam Bandar Setia in the academic year 2017/2018. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from the interview, observation sheet, and documentation. The quantitative data was taken from the test. The result of the analysis showed that there was an improvement in students' writing in descriptive text. It was shown from the mean of the student's score in three tests: pre-test 54.8, post-test I 67.1, and post-test II 76.8. and also score improvement who got scores up to 75 pre-tests in the first cycle were 4 of 40 students(10%), post-test I in the first cycle were 16 of 40 students (40%), post-test II in the second cycle was 30 of 40 students (75%). The data above indicated that the use of the running dictation technique to improve students' writing in descriptive text was effective and suitable to be applied to improving

⁴ Widia astuti (2017), *The effectiveness of running dictation game to improve students listening at the eight year of smpn 7 palopo*. P,29

students' ability, especially in writing descriptive text. In addition, the students were more active, and comfortable and enjoyed the teaching-learning process.⁵

The second previous research is Ita Sundari (the implementation of a running dictation game to improve students' writing skills in the eighth grade of SMP N 1 Jetis Ponorogo in The Academic Year of 2013/2014). This research was conducted in two cycles and used three research instruments. They were an observation checklist, questionnaire, and test. Test research was done in two cycles. In cycle, I, the result of the student's observation score was 72. 7%. It showed that during the teaching and learning process the students had been good enough. The result of the questionnaire score was 69. 4%. It showed that students not enjoying. From the students' test results, 21 students can reach and 4 students cannot reach of basic criteria minimum or KKM. It meant that this research had not been successful. In cycle II, the students' result of the observation checklist was 95. 4%. It showed that the students were more active than before. The questionnaire score was 82. 2%. It showed that the students were very enjoying and more interested in studying English, especially in writing descriptive text. The students' percentage of tests who got the minimum score based on KKM was 100%. It meant that the students' achievements were very satisfying and successful. Finally, the researcher makes a conclusion that the running dictation technique has many benefits for the activities in the learning process.⁶

⁵ Ade mentari (2018), "*The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text At MTS Amin Darussalam*". P, 61-62

⁶ Ita sundari (2014), "*The implementation of running dictation game to improve students' writing skill at the eight grade of Smpn 1 Jetis Ponorogo in the academic year of 2013/2014*". P,2

To overcome the problem the researcher uses running dictation because running dictation requires all students to write. Relating to the problem the researcher is interested in doing research entitled “ The effectiveness of running dictation in teaching writing skills at the eighth grade of MTs N Luwu”.

B. Problem statement

Based on the explanation above the researcher formulates, the research question of this research as follows: is the use of running dictation effective to improve the students' writing skills?

C. The objective of the research

Based on the problem statement above the researcher formulated the objective of the research as to find out the effectiveness of running dictation to improve the students' writing skills.

D. Significant of the research

The result of this researcher expect as follow :

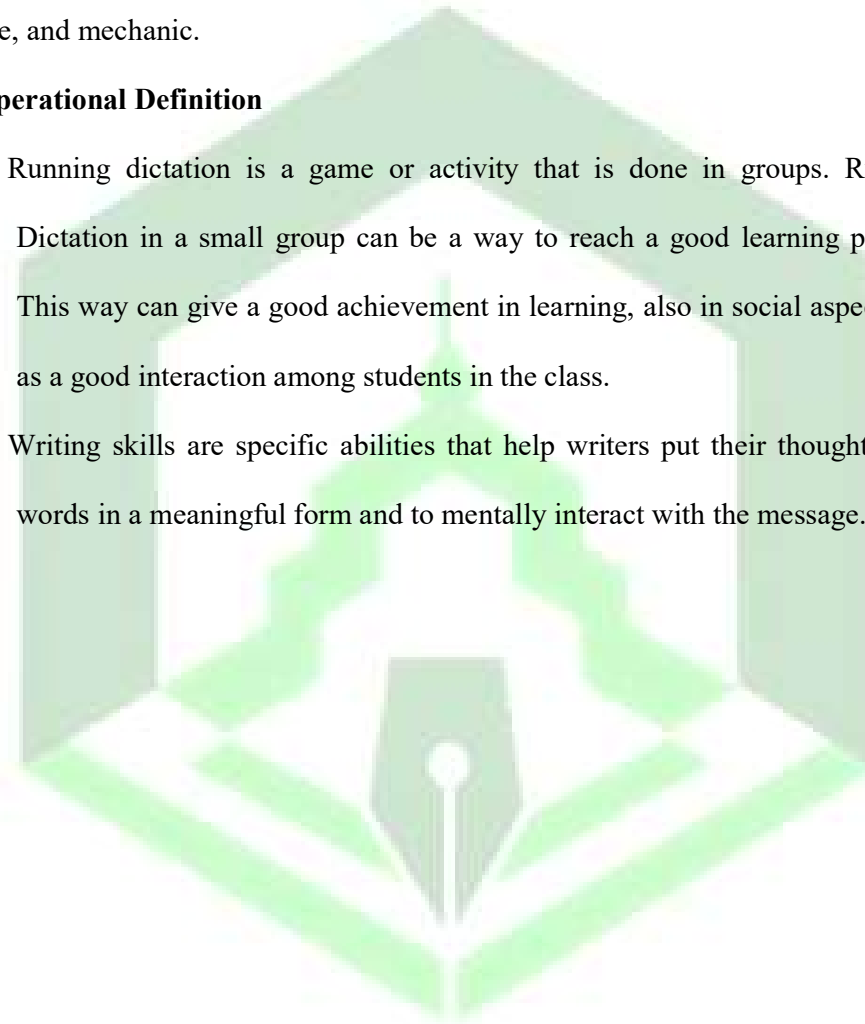
1. English teacher, this research is intending to become a source of information for the English teacher in teaching writing skills.
2. The student, this research that the use of running dictation is expected to improve students writing and motivate them to learn English well.
3. Next researcher, the next researcher who wants to do the next research about teaching writing through running dictation, the result of this research can be information and guidance for them.

E. Scope of the research

To get focus conducting this research, the researcher focuses on spelling and aspects of writing which consists of content, organization, vocabulary, language use, and mechanic.

F. Operational Definition

1. Running dictation is a game or activity that is done in groups. Running Dictation in a small group can be a way to reach a good learning process. This way can give a good achievement in learning, also in social aspect such as a good interaction among students in the class.
2. Writing skills are specific abilities that help writers put their thoughts. Into words in a meaningful form and to mentally interact with the message.



IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous study

1. Habib Fadhlillah Adz Dzikri (2022) '*The effect of Running Dictation technique on students' writing skill at MAS An-Nur Tangkit*'. This research was quantitative and it was conducted by using a quasi-experimental design. The subject of this research was 40 students. 20 students from the experimental class and 20 students from the control class. The result of writing ability in the pre-test of the experimental class was 48.80 and the result of writing ability in the post-test was 68.95. the result of writing ability in the post-test of the experimental class was 68.95 and the result of writing ability in the post-test in the control class was 62.65. it can be concluded that the Running dictation technique is effective to be used to increase students' writing ability at MAS An-Nur Tangkit. The similarity of this study with previous research is the same user running dictation which is used to improve students' writing skills. while the difference is that this study used pre-experimtal and previous study used quasi-experimentals.⁷
2. Fitri Yamaratussholihah (2019) '*Improving Students' Writing Ability Through Running Dictation Game at grade VIII of SMP N 5 Padangsimpuan*'. The method used in this research is classroom action research, which consisted of two cycles. Participants of this research were

⁷ Habib Fadhlillah Adz Zikri (2022), "*The Effect Of Running Dictation Technique On Students' Writing Skill At Mas An-Nur Tangkit*". P,38

class VIII-1 consisting of 30 students and also there was a collaboration with an English teacher. Meanwhile, the data was derived from writing tests, observation sheets, and also interview guidance. Based on the research result, showed an improvement mean score of the students, the first test in the first cycle was 61.5, and the second test in the second cycle was 72.16. it can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation sheets stated that the students got improvement and the students more active and interested in the learning process. Related to the interview result, it could be known that students' writing ability had improved. It indicated that the application of the running dictation game improved students' writing abilities. The similarity of this study with previous research is the same user running dictation which is used to improve students' writing skills. while the difference is that this study used pre-experimental design and previous study used classroom action research.⁸

3. Arif Briman Gea (2020) '*Improving The students' writing skill by using Running Dictation game at the twelfth grade-OTKP of SMK Negeri 1 Sawo in 2020/2021*'. The research used a classroom action research design. The design consists of several cycles. Each cycle includes planning, action, observing, and reflection on the teaching-learning process based on the lesson plan that has been prepared for something meeting. In this research, the researcher used class XII-OTKP as the sample the research. The students

⁸ Fitri Yamaratussholihah (2019). "*Improving Students' Writing Ability Through Running Dictation Game At Grade VIII Of SMPN 5 Padangsidempuan*". P, 64

in the classroom consist of 23 persons. Based on the result, the researcher found that in cycle I the higher score was 90 and the lowest score was 50. The average of the students' ability was 52.28. and categorized in the less level. It means that the students' ability in writing skills in this cycle could not increase. While in cycle III, the researcher found that the higher score was 100 and the lowest score was 85. The average of the students' ability was 92.00 and categorized as a very good level. It means that the students' ability in writing skills in this cycle increased. Based on the explanation mentioned, the researcher concluded that the student's ability in writing skills by using running dictation game at the twelfth grade-OTKP of SMKN 1 Sawo improved. The similarity of this study with previous research is the same user running dictation which is used to improve students' writing skills. while the difference is that this study used pre-experimental and previous study used classroom action research.⁹

4. Ade Mentari (2018) '*The Use of Running Dictation Technique to Improve students' Writing in the Descriptive Text at Mts Amin Darussalam*'. The researcher collected data from the classroom action research through four steps. They were a plan, action, observation, and reflection. The subject of this study were 40 students in eighth-grade students of Mts Amin Darussalam Bandar Setia in the academic year 2017/2018. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from the interview,

⁹ Arif Briman Gea (2020). "*Improving The Students' Writing Skill By Using Running Dictation Game At The Twelfth Grade-OTKP Of SMAN 1 Sawo In 2020/2021*". P,45

observation sheet, and documentation. The quantitative data was taken from the test. The result of the analysis showed that there was an improvement in students' writing in descriptive text. It was shown from the mean of the student's score in three tests: pre-test 54.8, post-test I 67.1, and post-test II 76.8. and also score improvement who got scores up to 75 pre-tests in the first cycle were 4 of 40 students(10%), post-test I in the first cycle were 16 of 40 students (40%), post-test II in the second cycle was 30 of 40 students (75%). The data above indicated that the use of the running dictation technique to improve students' writing in the descriptive text was effective and suitable to be applied to improving students' ability, especially in writing descriptive text. In addition, the students were more active, and comfortable and enjoyed the teaching-learning process. The similarity of this study with previous research is the same user running dictation which is used to improve students' writing skills. while the difference is that this study used pre-experimental and previous study used classroom action research.¹⁰

5. Lupitha Windy Rizky (2018) '*An Analysis of Students' Problems in Writing Taught Through Running Dictation Technique of The Second Semester of The Eighth Grade of MTs Pelita Pesawaran in the Academic Year of 2017/2018*'. The result of the research shows that the running dictation technique is a good technique that can be implemented in the process of learning English writing. Running dictation technique is not only easy to be

¹⁰ Ade mentari (2018), "*The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text At MTS Amin Darussalam*". P, 61-62

implemented both by teacher and students but also can increase the students' motivation and participation in the learning process. Moreover, the students also showed an improvement in their English ability, especially in writing. The similarity of this study with previous research is the same user running dictation which is used to improve students' writing skills. While the difference is that this study used pre-experimental and previous study used qualitative design.¹¹

B. The concept of running dictation

1. Definition of running dictation

Running dictation is a learning method that involves the students actively searching the subject matter information by running and dictating it to members of their group. Dictation means to tell what to read or say to members of his group. Running dictation not only teaches content material but also grammar language. In running dictation students are trained to understand the sentences, remember their structure, communicate, and write the sentence.¹²

Running dictation is a communication game. Communication games are made to make students speak as fast and smoothly as possible in the

¹¹ Lupitha Windy Rizky (2018). "An Analysis of Students' Problems in Writing Taught Through Running Dictation Technique of The Second Semester of The Eighth Grade of MTs Pelita Pesawaran in the Academic Year of 2017/2018". P,70

¹² Desy yolanda, "The Effect Of Running Dictation Method On Students Writing Ability On Procedure Text (A study at the XIth grade of SMAN 6 Padangsimpuan", *Language Intelligence and Educational Research* 2, no. 3 (September 2019): 47, <http://journal.ipts.ac.id/index.php/LINER/article/view/1208>

form of games. Running dictation can not only improve writing skills but can also develop their four skills in English

Based on the explanation above, the researcher assumes that running dictation is the activity where the students work in a group to dictate the sentence that can make students fun and good for students' social aspect.

2. The procedure of running dictation
 - a. The researcher prepares a written sentence on some pieces of paper, the material used is material about describing things, it can be people, animals, or another object.
 - b. The researcher divides the students into several groups consisting of 4-5 people.
 - c. Each student takes turns being a runner and a writer
 - d. The researcher provides five pieces of text that should be put in different places, for example at the door, behind the door, on the table, on the wall, or on the whiteboard.
 - e. The first runner runs to the text box provided in several places and dictates to the first writer.
 - f. All students will take turns being runners and writers until the first writer becomes the last runner.
 - g. When all group members read the text, they sit down and the researcher asks to the students check the spelling and any missing words
 - h. Finally, the students compare their version to the original and make any necessary corrections.

3. Advantages of running dictation

There are many advantages of applying running dictation:

- a. The students can learn from each other;
- b. Motivating and enjoying lessons for the students;
- c. Each student within the group has an equal opportunity to share.¹³

C. The concept of Writing

1. Definition of writing

Writing is one of the four language skills besides listening, speaking, and reading. It is the system of written symbols, representing the sounds, syllables, or words of a language, with different mechanisms – capitalization, spelling and punctuation, word form, and function.

Generally, writing is very important that communication is transmitted more through writing than any other type of media. So, students need effective writing skills to meet their academic needs and workplace requirements.¹⁴

Writing skills deal with the ability to arrange the graphic system such as the letter, words, and sentences in the specific language used in written correspondence so that the reader can comprehend the message or in information.

¹³ Fitri Nurdianingsih and Okhta Ika Rahmawati, “Running Dictation As an effective technique on the teaching writing skill”, *English language and literature internasional conference(ELLiC)* 2,(2018): 130, <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3503>

¹⁴ Ms. V Satya Sri Durga and Dr. C S Rao, “Developing Students’ Writing Skills In English – A Process Approach”, *Journal for research scholars and professional of english language teaching* 2 (2018): 1, <https://www.jrspelt.com/wp-content/uploads/2018/05/Satya-writing-skills.pdf>

2. The steps of writing

Jeremy harmer (2004: 4-5) states that there are four steps in the writing process. They are :

a. Planning

Planning is an important step in the writing process. In the planning process, the writer has to think about three main issues :

- 1) The purpose of writing. It is important to know the purpose of writing since this will influence a good writing result. By knowing the purpose of writing, someone can decide the most appropriate style of the language, therefore, the result will be effective to reach the purpose
- 2) The audiences they are writing for. The audience here is the readers of the writing. The audience will influence language style, diction, paragraph structure, etc.
- 3) The content structure of the writing, how best the sequence facts, ideas, or arguments which they have decided to include.

b. Drafting

Drafting means getting ideas on paper in sentences and paragraphs.

In the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third, and so on, until the last.

c. Editing

In the editing process, the writer read again what they have written as a draft. Another reader's comment will help the author to make appropriate revisions. Here, the writer may change what the writer has written if they find something bad. For example, the information is not clear, the grammar is wrong, the diction is not appropriate, etc. The writers can change or correct it if they find those conditions.

d. Final versions

The final version is the last step of writing. This may look different from the first draft that has been made before due to there being many changes in editing processes. However, the writer is ready to send the written text to the readers.¹⁵

3. Component of writing

Jacob states that the components of writing are divider into five, they are content, organization, vocabulary, language use, and mechanic :

a. Content

The content of the writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are at least things that can be measured in connecting with content, the point of information to be brought, the sequence in which the point is presented, and formal signals gave the reader to guide in understanding.

¹⁵ Jeremy harmer, *How To Teach Writing*, (England: Pearson Education Limited,2004), 4-5

b. Organization

The purpose of organizing material in writing involves coherence in order of importance, general to specific, specific to general, chronological order, and spatial order pattern.

c. Vocabulary

To convey a feeling possible, we do several things, we arrange our ideas in sentences, and we construct the whole essay and story. We use special work, phrase sentence, and paragraph that relates to each other. The result is a stretch of language that we have composed of writing.

d. Language use

Language use in writing descriptions and other forms of writing involves correct usage and point of grammar or structure. Adequate grammar should be capable of producing grammar. We should not be able to do anything more than an utterly separate function. And also grammar can help students improve the use of formal language.

e. Mechanics

Mechanics of writing deal with capitalization, spelling, and punctuation, capital letters, have two principles used in English writing. First, they are used to distinguish between particular things. Second, it is used the first word in the quotation, a formal statement, and a proper adjective.¹⁶

¹⁶ J.B. Heaton, *Writing English Language Test (New York, 1998)* p. 146

4. Types of writing

The type of writing to perform writing should be based on the student's level and capacity. According to Brown, there are five major categories of classroom writing performance :

a. Imitative, or writing down

At the beginning level of learning to write students will simply "write down" English letters, words, and possibly sentences to learn the conventions of the orthographic code. Some forms of dictation fall into this category although dictations can serve to teach and test higher-order processing as well.

b. Intensive, or controlled

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much if any, creativity on the part of the writer. A common of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense, in such a case, students may need to alter other time references in the paragraph.

c. Sel – Writing

A significant proportion of classroom writing may be devoted to self – writing, or writing with only the self in mind as an audience. The most

salient instance of this category is a classroom in note-taking, where students take notes during a lecture for later recall. Other note-taking may be done in the margins of books and on odd scraps of paper.

d. Display writing

It was noted earlier that writing the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of the display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

e. Real writing

While visually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of a message to an audience in need of those messages.¹⁷



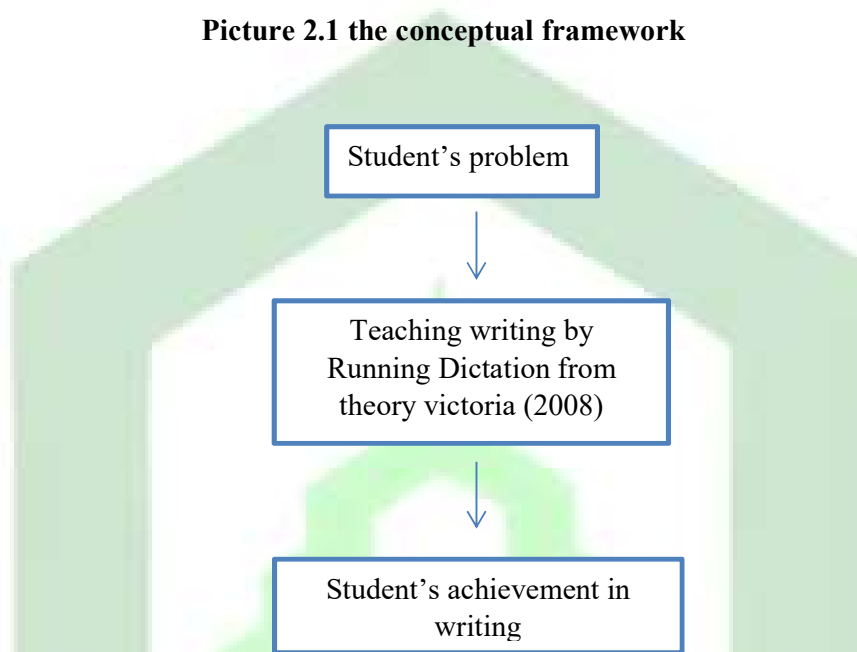
IAIN PALOPO

¹⁷ H.Douglas,Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2th Ed). (Longman California, 2000), p.343

D. Conceptual Framework

The theoretical framework in this research is shown in the diagram below :

Picture 2.1 the conceptual framework



This research started with the observation of school researchers to obtain data from both teachers and students. After conducting interviews with teachers and students, researchers found problems experienced by students related to writing skills. After formulating the problem, the researcher plans to use running dictation for teaching writing.

To see the students' ability to write, the researcher first gave a pre-test, after that gave treatment in 4 meetings, and to see the final result after giving the treatment, the researcher gave a post-test.

This research mainly emphasize the theory from Victoria (2008:10) describing that running dictation is a collaborative activity, whose successful completion relies on the use of spoken and written English.¹⁸

E. The Hypothesis of the Research

The following is the hypothesis for this research:

Ho: Running Dictation games does not improve students' writing skills on describing.

Hi: Running Dictation games improve students' writing skill on describing

H0 > H1: the null hypothesis is rejected

H0 < H1: the null hypothesis is accepted



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¹⁸ Victoria. (2008). *ESL Developmental Continuum.Article. Department of Education and Early Childhood Development*. Online, retrieved from www.education.vic.gov.au/studentlearning/teachingresources/esl/on17July 2019.

CHAPTER III

RESEARCH METHOD

A. Research design

This research used a pre-experimental design. The researcher focused on one group pre-test and post-test. The design of this research show as follows :

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Table 3.1 (Design One Group pre-test – post-test)

Information :

O₁ = pretest score of the experimental group

O₂ = posttest score of the experimental group

X = treatment with running dictation game¹⁹

B. Research setting

This research was conducted at Mts N Luwu, which is located in Jl. Pendidikan 1 no 5.

C. Population and sample

1. Population

The population was MTs N Luwu in the eighth class in the academic year 2021/2022.

¹⁹ Sugiyono, Media Penelitian Kombinasi (Mixed Method), (cet, IV: Bandung: Alfabata,2013)p, 112

2. Sample

The researcher took a sample using purposive sampling. The sample was class 8/8 students consisting of 30 students.

D. Operational Definition of Variable

This research consists of two variables namely:

1. The Independent variable is running dictation.
2. The dependent variable is students' writing skills.

E. Research Instrument

1. Pre-test

Before using the game, students were given a pre-test to know students writing skills before treatment. In the pre-test, a teacher asked students to write a descriptive text.

2. Post-test

After the game has been applied, students are given a post-test. the researcher instructed students to write a description around them.

F. Data Collection Technique

The procedure for collecting data is as follows:

1. Giving pre-test

A pre-test was given before the treatment:

- a. The researcher comes into the class and explain the purpose of the research to the students
- b. Giving a pre-test, which is intended to know students writing skills before treatment.

c. The test was only given 30 minutes to write a describing thing.

2. Giving treatment

the research conducted treatment for four meetings. The steps are as follows :

a. The first treatment

- 1) The research asks the students about the meaning of describing people.
- 2) The researcher explains the rule of running dictation.
- 3) The researcher divides the students into 4-5 groups which consist of five in each group.
- 4) Each student takes turns being a runner and a writer.
- 5) The researcher provides five pieces of text that should be put in different places, for example at the door, behind the door, on the table, on the wall, or on the whiteboard.
- 6) After that, the student becomes the first runner to run into the place where the sentence is and dictated the sentence to the other students.
- 7) After the first runner has dictated the sentence, the first runner changes her/his role and became the writer. Then, the second runner continue to run and dictate the sentence to her/his group until the last runner became a writer

- 8) When all group members read the text, they sit down and the researcher asks to the students check the spelling and any missing words
- 9) Finally, the students compare their version to the original and make any necessary corrections.
- 10) The researcher asks the students about the difficulties during the learning process.
- 11) The students and researcher conclude the material together.

b. The second meeting

- 1) The researcher asks the students about the meaning of describing animals.
- 2) The researcher explains by describing animals.
- 3) The researcher explains the rule of running dictation
- 4) The researcher divides the student into 4-5 groups which consist of five in each group.
- 5) Each student takes turns being a runner and a writer.
- 6) The researcher provides five pieces of text that should be put in different places, for example at the door, behind the door, on the table, on the wall, or on the whiteboard.
- 7) After the first runner has dictated the sentence, the first runner changes her/his role and became the writer. Then, the second runner continue to run and dictate the sentence to her/his group until the last runner became a writer

- 8) When all group members read the text, they sit down and the researcher asks to the students check the spelling and any missing words.
- 9) Finally, the students compare their version to the original and make any necessary corrections.
- 10) The teacher asks students about the difficulties during the learning process.
- 11) The students and researcher conclude the material together.

c. The third meeting

- 1) The researcher asks the students about the meaning of describing fruits.
- 2) The researcher explains describing fruits.
- 3) The researcher explains the rule of running dictation
- 4) The researcher divides the student into 4-5 groups which consist of five in each group.
- 5) Each student takes turns being a runner and a writer.
- 6) The researcher provides five pieces of text that should be put in different places, for example at the door, behind the door, on the table, on the wall, or on the whiteboard.
- 7) After the first runner has dictated the sentence, the first runner changes her/his role and became the writer. Then, the second runner continue to run and dictate the sentence to her/his group until the last runner became a writer

- 8) When all group members read the text, they sit down and the researcher asks to the students check the spelling and any missing words
- 9) Finally, the students compare their version to the original and make any necessary corrections.
- 10) The teacher asks students about the difficulties during the learning process.
- 11) The students and researcher conclude the material together.

d. The four meeting

- 1) The researcher asked the students about the meaning of describing a place
- 2) The researcher explains by describing a place.
- 3) The researcher explains the rule of running dictation
- 4) The researcher divides the student into 4-5 groups which consist of five in each group.
- 5) Each student takes turns being a runner and a writer.
- 6) The researcher provides five pieces of text that should be put in different places, for example at the door, behind the door, on the table, on the wall, or on the whiteboard.
- 7) After the first runner has dictated the sentence, the first runner changes her/his role and became the writer. Then, the second runner continue to run and dictate the sentence to her/his group until the last runner became a writer

- 8) When all group members read the text, they sit down and the researcher asks to the students check the spelling and any missing words
- 9) Finally, the students compare their version to the original and make any necessary corrections.
- 10) The teacher asks students about the difficulties during the learning process.
- 11) The students and researcher conclude the material together.

3. Giving post-test

after giving treatment, the researcher gives a post-test in the last meeting to know whether or not running dictation games and hence students' writing skills. the materials in this test will about describ around them. The test will give 30 minutes.

G. The Technique of Data Analysis

To analyze the data, the researcher used the program SPSS 20. The steps for analyzing the data are described as follows:

1. Scoring the students' writing

Those assessment criteria were explained by J.B.²⁰

Table 3.2 scoring the students' writing

Criteria	Score		Level
Content	30 – 27	Very good	The detail is clear, focused, and interesting, as well as complete and complex. Concentrated, the main idea stands out, and other ideas aren't

²⁰ J.B. Heaton, *Writing English Language Text*, (New York: Longman,1998),p. 146.

			dominated.
	26 – 23	Good	Even though the overall product isn't particularly engaging, it's clear and focused. Support is an attempt, although it might be minimal or apparent, insubstantial or broad.
	14 – 12	Fair	Lack of logical sequencing and development concept is confused or fragmented and a lack of purpose.
	11 – 9	Poor	Not fluent, lack communication skills, and it's uninteresting.
	8 – 5	Very poor	There is no organization, and there isn't enough to evaluate because it isn't meaningful.
Organization	20 – 18	Very good	Ideas are expressed clearly and fluidly. Encourage logical sequencing; well-organized means that the presentation's order and structure are appealing. It takes the reader on a journey through a powerful beginning, well-placed detail, and a solid ending.
	17 – 14	Good	Despite the reader's ability to follow what is being stated, the overall arrangement may be ineffectual at times due to poor evidence and significant concepts that stand out logically but incomplete sequencing.
	13 – 10	Fair	There is a lack of logical sequencing, and the growth is halting; the writing is fragmented, and the thoughts are overly comprehensive.
	9 – 7	Poor	Transitions are unstable, making the relationship between ideas hazy, incomplete, or perplexing.
	6 – 5	Very poor	There is no organization, and there is insufficient information to evaluate.
Vocabulary	20 – 18	Very good	Practical word choice and its use are specific and accurate.
	17 – 15	Good	There are adequate errors in words/idioms, choices, and language use that are communicated, although they rarely pique the reader's interest. The overall meaning is simple to understand.
	14 – 12	Fair	The author has difficulty in making sentences because they have limited

			words.
	11 – 9	Poor	Many errors in the words used, as well as the language, is unclear and abstract. Many repetitions of words, weak verbs, and some words dominate.
	8 – 5	Very poor	There are many errors in the words used, colorless, wrong to be validated, and incorrect spelling.
Grammar	25 – 23	Very good	Complex construction consists of errors, numbers, word/function sequences, pronouns, and prepositions.
	22 – 20	Good	Practical, straightforward, minor problems in sentence construction.
	19 – 16	Fair	A significant problem in simple construction often occurs; agreement, strain, word/function sequence, pronouns, prepositions, and fragments. Not communicating.
	15 – 9	Poor	It can't be understood or evaluated because of grammar errors.
	8 – 5	Very poor	There is almost no mastery of sentence construction rules.
Mechanic	5	Very good	It is not a problem of spelling, punctuation, capitalization, or paragraphing to demonstrate mastery of convention.
	4	Good	There were a few spelling, capitalization, and paragraphing errors that were not observed.
	3	Fair	There are a few problems with spelling, punctuation, capitalization, and paragraphing errors.
	2	Poor	There are numerous problems with spelling, grammar, and capitalization
	1	Very poor	Unsecured writing.

1. Classifying the students' pre-test and post-test score

The rating classifications were used to provide the grades obtained by students. The following classifications were used:

Table 3.3 classifying the students' pre-test and post-test scores

No	Classification	Scale
1	Very Good	90-100
2	Good	80-89
3	Fair	70-79
4	Poor	60-69
5	Very Poor	Bellow 60

(Brown,2004,p.287)

2. Calculating the students' score rating

Calculating the students' scores by using the percentage below:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: Percentage

F: The cumulative frequency of subjects

N: Total number of sample

3. Calculating the mean score and standard deviation of students by using SPSS 20.

IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The score of the students' Writing Skills in the pre-test

Table 4.1 Students' score in Content, Organization, Vocabulary, Grammar, and Mechanics in the pre-test.

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Score
R1	23	12	15	17	3	70
R2	12	12	13	13	2	52
R3	5	5	5	5	1	21
R4	5	5	5	5	1	21
R5	5	5	5	5	1	21
R6	5	5	9	5	1	25
R7	5	5	5	5	1	21
R8	23	12	15	20	4	74
R9	23	14	15	20	4	76
R10	12	10	12	16	2	52
R11	5	5	5	5	1	21
R12	5	5	5	5	1	21
R13	12	14	15	20	4	65
R14	12	10	12	16	2	52
R15	12	14	15	20	4	65
R16	5	5	5	5	1	21
R17	11	14	15	16	4	60
R18	5	5	5	5	1	21
R19	9	10	12	9	2	42
R20	23	14	15	20	4	76
R21	14	13	14	16	3	60
R22	5	5	5	5	1	21
R23	12	10	14	16	3	55
R24	9	10	12	9	2	42
R25	5	5	5	5	1	21
R26	5	5	5	5	1	21
R27	5	5	5	5	1	21
R28	5	5	5	5	1	21
R29	5	5	5	5	1	21

R30	5	5	5	5	1	21
Total	287	249	278	308	59	1181
Mean						39,37

a. Content

The score in content was presented in the following percentage table below :

Table 4.2 Rate Percentage Score of Students' Content In Pre-Test

Classification	Score	Frequency	Percentage
Very Good	30-27	0	0%
Good	26-23	4	14%
Fair	14-12	7	23%
Poor	11-9	3	10%
Very Poor	8-5	16	53%
Total		30	100%

This table shows the students' pre-test content results, which that no students did very good, four students did good (14%), seven students did fair (23%), three students did poorly (10%) and sixteen students did very poorly (53%).

b. Organization

The score in the organization was presented in the table scores below :

Table 4.3 Rate Percentage Score Of Students' Organization In Pre-Test

Classification	Score	Frequency	Percentage
Very Good	20-18	0	0%
Good	17-14	5	17%
Fair	13-10	9	30%

Poor	9-7	0	0%
Very Poor	6-5	16	53%
Total		30	100%

The students' pre-test score for frequency and percentage of the organization is not got very good, Five students got good (17%), nine students got fair (30%), no students got poor, and sixteen students got very poor (53%).

c. Vocabulary

The vocabulary score is the percentage in the table scores below :

Table 4.4 The Rate Percentage Score of Students' Vocabulary in Pre-Test

Classification	Score	Frequency	Percentage
Very Good	20-18	0	0%
Good	17-15	7	23%
Fair	14-12	7	23%
Poor	11-9	1	4%
Very Poor	8-2	15	50%
Total		30	100%

The table shows the score of the students for frequency and percentage of the vocabulary not got very good, seven students got good (23%), seven students got fair (23%), one student got poor (4%) and fifteen students got very poor (50%).

d. Grammar

Students' score in grammar is presented in the following table :

Table 4.5 The Rate Percentage Score of Students' Grammar in Pre-Test

Classification	Score	Frequency	Percentage
Very Good	25-23	0	0%
Good	22-20	5	17%
Fair	19-16	6	20%
Poor	15-9	3	10%
Very Poor	8-5	16	53%
Total		30	100%

This table shows students' grammar scores in the pre-test. it shows that not all students got very good. Five students were good (17%), six students got fair (20%), three students got poor (10%), and sixteen students got very poorly (53%).

e. Mechanic

The mechanic score is the percentage in the table scores below:

Table 4.6 The Rate Percentage Score of Students Mechanic in Pre-Test

Classification	Score	Frequency	Percentage
Very Good	5	0	0%
Good	4	6	20%
Fair	3	3	10%
Poor	2	5	17%
Very Poor	1	16	53%
Total		30	100%

Table 4.6 shows the score of students' mechanics in the pre-test. no students got very good. Six students got good (20%), three students got

fair (10%), five students got poor (17%), and sixteen students got very poor (53%).

Table 4.7 Descriptive Statistics of Writing Aspects in Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Content	30	5	23	9,57	6,196
Organization	30	5	14	8,30	3,780
Vocabulary	30	5	15	9,27	4,518
Grammar	30	5	20	10,27	6,264
Mechanic	30	1	4	1,97	1,217
Valid N (listwise)	30				

Table 4.7 shows the descriptive statistic of the writing aspect in the pre-test. In Content, the lowest score of students is 5, the higher score is 23, the mean score is 9.57 and the standard deviation is 6,196. In Organization, the lowest score of students is 5, the higher score is 14, the mean score is 8.30 and the standard deviation is 3.780. In Vocabulary, the lowest score of students is 5, the higher score is 15, the mean score is 9.27 and the standard deviation is 4.518. In Grammar, the lowest score of students is 5, the higher score is 20, the mean score is 10.27 and the standard deviation is 6.264. In Mechanic, the lowest score of students is 1, the higher score is 4, the mean score is 1.97, and the standard deviation is 1.217.

2. The Score of Students' Writing skill in Post-Test

Table 4.8 Students' Score of Content, Organization, Vocabulary, Grammar, and Mechanic in Post-Test.

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Score
R1	26	17	17	20	4	84
R2	23	17	17	20	4	81
R3	23	14	15	20	4	76
R4	23	17	17	20	4	81
R5	23	17	17	20	4	81
R6	23	14	15	20	3	75
R7	23	17	15	20	4	79
R8	27	18	18	23	5	90
R9	26	18	17	22	4	87
R10	23	23	15	20	4	76
R11	23	13	14	20	3	73
R12	23	14	15	20	4	76
R13	23	14	17	22	4	80
R14	23	14	15	20	4	76
R15	23	17	17	22	4	83
R16	23	14	17	20	3	77
R17	23	17	17	20	4	81
R18	12	10	12	16	3	53
R19	23	14	15	20	4	76
R20	25	17	17	20	4	81
R21	23	15	18	20	4	80
R22	23	17	17	20	3	80
R23	23	14	16	20	4	77
R24	23	14	15	19	4	75
R25	23	14	15	20	4	76
R26	23	14	15	20	4	76
R27	23	14	15	20	4	76
R28	12	10	15	16	3	56
R29	23	17	17	20	4	81
R30	23	15	16	20	4	78
Total	680	451	495	602	115	2325
			Mean			77,37

a. Content

The following table is the students' scores in content :

Table 4.9 The Rate Percentage Score of Students' Content in Post-Test

Classification	Score	Frequency	Percentage
Very Good	30-27	1	3%
Good	26-23	27	90%
Fair	14-12	2	7%
Poor	11-9	0	0%
Very Poor	8-5	0	0%
Total		30	100%

Table 4.9 shows a score of students' content in the post-test. this student got very good (3%), twenty-seven students got good (90%), two students got fair (7%), and no student got poor and very poor.

b. Organization

The following table is the students' scores in the organization :

Table 4.10 The Rate Percentage Score of Students Organization in Post-Test

Classification	Score	Frequency	Percentage
Very Good	20-18	2	7%
Good	17-14	25	83%
Fair	13-10	3	10%
Poor	9-7	0	0%
Very Poor	6-5	0	0%
Total		30	100%

This table shows a score of students' organization in the post-test. Here two students got very good (7%), twenty-five students got good

(83%), three students got fair (10%), and no students got poor and very poor.

b. Vocabulary

The following table is the students' scores in vocabulary :

Table 4.11 The Rate Percentage Score of Students' Vocabulary in Post-Test

Classification	Score	Frequency	Percentage
Very Good	20-28	2	7%
Good	17-15	26	86%
Fair	14-12	2	7%
Poor	11-9	0	0%
Very Poor	8-5	0	0%
Total		30	100%

Table 4.11 shows a score of students' vocabulary in the post-test. Here two students got very good (7%), twenty-six students got good (86%), two students got fair (7%), and no students got poor and very poor.

c. Grammar

The following table is the students' scores in grammar :

Table 4.12 The Rate Percentage Score of Students' Grammar in Post-Test

Classification	Score	Frequency	Percentage
Very Good	25-23	1	3%
Good	22-20	26	87%
Fair	19-16	3	10%
Poor	15-9	0	0%
Very Poor	8-5	0	0%
Total		30	100%

This table shows a score of students' grammar in the post-test. One student got very good (3%), twenty-six students got good (26%), three students got fair (10%), and no students got poor and very poor.

d. Mechanic

The following table is the students' scores in a mechanic :

Table 4.13 The Rate Percentage Score of Students' Mechanic in Post-Test

Classification	Score	Frequency	Percentage
Very Good	5	1	3%
Good	4	23	77%
Fair	3	6	20%
Poor	2	0	0%
Very Poor	1	0	0%
Total		30	100%

Table 4.13 shows the score of students' mechanics in the post-test. this student got very good (3%), twenty-three got good (77%), six students got fair (20%), and no students got poor and very poor.

Table 4.14 Descriptive Statistics of Aspect Writing in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Content	30	12	27	22,67	3,089
Organization	30	10	23	15,33	2,523
Vocabulary	30	12	18	15,93	1,337
Grammar	30	16	23	20,00	1,365
Mechanic	30	3	5	3,83	,461
Valid N (listwise)	30				

Table 4.14 shows the descriptive statistic of the writing aspect in the post-test. In Content, the lowest score of students is 12, the higher score is 27, the mean score is 22.67 and the standard deviation is 3.089. In Organization, the lowest score of students is 10, the higher score is 23, the mean score is 15.33 and the standard deviation is 2.523. In Vocabulary, the lowest score of students is 12, the higher score is 18, the mean score is 15.93 and the standard deviation is 1.337. In Grammar, the lowest score of students is 16, the higher score is 23, the mean score is 20.00 and the standard deviation is 1.365. In Mechanic, the lowest score of students is 3, the higher score is 5, the mean score is 3.83, and the standard deviation is 461.

3. The Score Classification of Students Writing Skills in Pre-Test and Post-Test

Table 4.15 Comparison of Students' Pre-Test and Post-Test

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100	0	0%	1	3%
2	Good	80-89	0	0%	12	40%
3	Fair	70-79	4	13%	15	50%
4	Poor	60-69	4	13%	0	0%
5	Very Poor	Bellow 60	22	74%	2	7%
	Total		30	100%	30	100%

Table 4.15 illustrates the comparison between pre-test and post-test results. In the pre-test, no students got very good and good, four students (13%) got fair and poor, and twenty-two (74%) got very poor. In the post-test, there is one student (3%) got very good, twelve students (40%) got good, fifteen students (50%) got fair, no students got poor and two students (7%) got very poor.

4. Students' Mean Score and Standard Deviation of Pre-Test and Post-Test

The mean and standard deviation scores of the pre-test and post-test :

Table 4.16 paired samples statistic of pre-test and post-test result

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	39,37	30	21,165	3,864
	POSTTEST	77,37	30	7,256	1,325

According to Table 4.15, the mean score of the students' pre-test was 39.37, while the mean score of the post-test was 77.37, with a standard deviation of 21.165 in the pre-test and 7.256 in the post-test. it indicates that there was effectiveness after applying the running dictation to help students improve their writing skills.

Table 4.17 paired samples correlation of pre-test and post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	30	,507	,004

Table 4.18 paired samples test of pre-test and post-test result

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	PRETEST – POSTTEST	38,000	18,568	3,390	-44,933	-31,067	11,210	29	,000

The researcher obtained the data from table 4.18 t_0 (t_{count}) = 11,210 and $df = 29$. The value of t_t (t_{table}) = 3.038. The standard of significance was 0.05 with ($df = 29$). It can be seen that t_0 (t_{count}) was higher than t_t (t_{table}).

If $t_0 \leq t_t$: the null hypothesis is accepted.

If $t_0 \geq t_t$: the null hypothesis is rejected.

Based on the result that ($t_0 \geq t_t$), the t_{count} is higher than t_{table} . It can be stated that the null hypothesis was rejected, and the alternative hypothesis was accepted.

B. Discussion

The researcher used five writing aspect items to formulate this research: content, organization, vocabulary, grammar, and mechanics. According to the statistical analysis findings, the significance level is 0.05 with the degree of freedom = $N-1$, where $N=30$, $df = 29$. The probability value was smaller than $t_t=3.038$, $t_0=11.210$. ($t_0 \geq t_t$). According to the data analysis, the mean score of the pre-test is 39.37, and the mean score of the post-test is 77.37. the standard deviation for the pre-test is 21.165 and 7.256 for the post-test. It is effective to use running dictation to improve students writing skills.

Based on the pre-test result no students were classified as very good and good, while four students (13%) got fair and poor, and twenty-two (74%) got very poor, which assumes that their writing skills are still so low. After treatment in the post-test, the students' score shows that one student (3%) was classified as very good, twelve students (40%) were classified as good, fifteen students (50%) were classified as fair, no students were classified poor and two students (7%) classified very poorly. It indicates improvement after giving the treatment using the running dictation.

Running dictation effectively improves students' skills in writing, because, after giving the pre-test, some students have not met the writing aspect. However, after giving the post-test, the researcher saw that there were developments in terms of the writing aspect after giving treatment during six meetings where in this treatment the average students are more interested, often asked questions, and were involved actively in the teaching-learning process. It means that Running Dictation is appropriate for the situation and condition of students in MTs N Luwu in learning English, especially in writing.

Based on the explanation above, the result was similar to the related findings of the research. The first was the thesis of *Eka Widi Riyanti*²¹ who stated was Running Dictation Game and Rapid Writing Strategy can Improve Students' Writing Skill of the Eight Grade Students of MTs N

²¹ Eka Widi Riyanti (2017). "The Use Of Running Dictation Game And Rapid Writing Strategy To Improve Students' Writing Skill Of The Eight Grade Students Of MTs N Susukan in the Academic Year of 2017/2018". P,56-57

Susukan in the Academic Year of 2017/2018. It can be seen from the mean score of the pre-test and post-test. In cycle I post-test is higher than the pre-test: $72.67 > 62.32$. In cycle II: $86.78 > 77.50$. There is a significant improvement because the t-test is $12.781 > t\text{-table } 2.051$. the same is also in cycle II, there is a significant improvement in cycle II. It is shown by t-test $8.832 > t\text{-table } 2.051$. So, the students writing skill was improved by using the Running Dictation game and Rapid Writing Strategy in the teaching-learning process.

The second was the thesis of *Ita Sundari*²² who stated was running dictation games gave influenced improving students' writing skills. The result in the cycle I students' observation score was 72.7%, in cycle II, the students' result of the observation checklist was 95.4%. It showed that the students were very enjoying and more interested in studying English, especially in writing descriptive text. The students' percentage of tests who got the minimum score based on KKM was 100%. It means that the students' achievements were very satisfying and successful. Finally, the researcher concludes that the running dictation technique has many benefits for the activities in the learning process.

The third was the thesis of *Fitri Yamaratusholihah*²³ who stated was running dictation game can improve students writing ability at grade VIII

²² Ita Sundari,(2014)“The Implementation of Running Dictation Game To Improve Students Writing Skill at the Eight Grade Students of SMP N 1 JetisPonorogo In The Academic Year Of 2013/2014” (Muhammadiyah University of Ponorogo, 2014), <http://eprints.umpo.ac.id/703/2/Abstract.pdf>

²³ Fitri Yamaratusholihah (2019). “*Improving Students' Writing Ability Through Running Dictation Game At Grade VIII Of SMPN 5 Padangsidimpuan*”. P, 64

of SMP N 5 Padangsidimpuan. It can be seen from the mean score of the students in cycle I was 61.5 and in cycle II 72.16, and also score improvement criteria grammar got a mean score was 10.16 in cycle I and cycle II 13.83. So, this technique can improve the students writing ability in the learning process.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on findings and discussions, the researcher concluded that running dictation effectively improves students writing skills. It evidenced that the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted.

Based on theory from victoria (2008:10) Running dictation is succesfull to improve students writing skill, This can be seen from the treatment given in four meetings which showed an increase in the writing aspects which included content, organization, vocabulary, grammar, and mechanics in the post-test after the treatment was given.

B. Suggestions

1. For the teachers

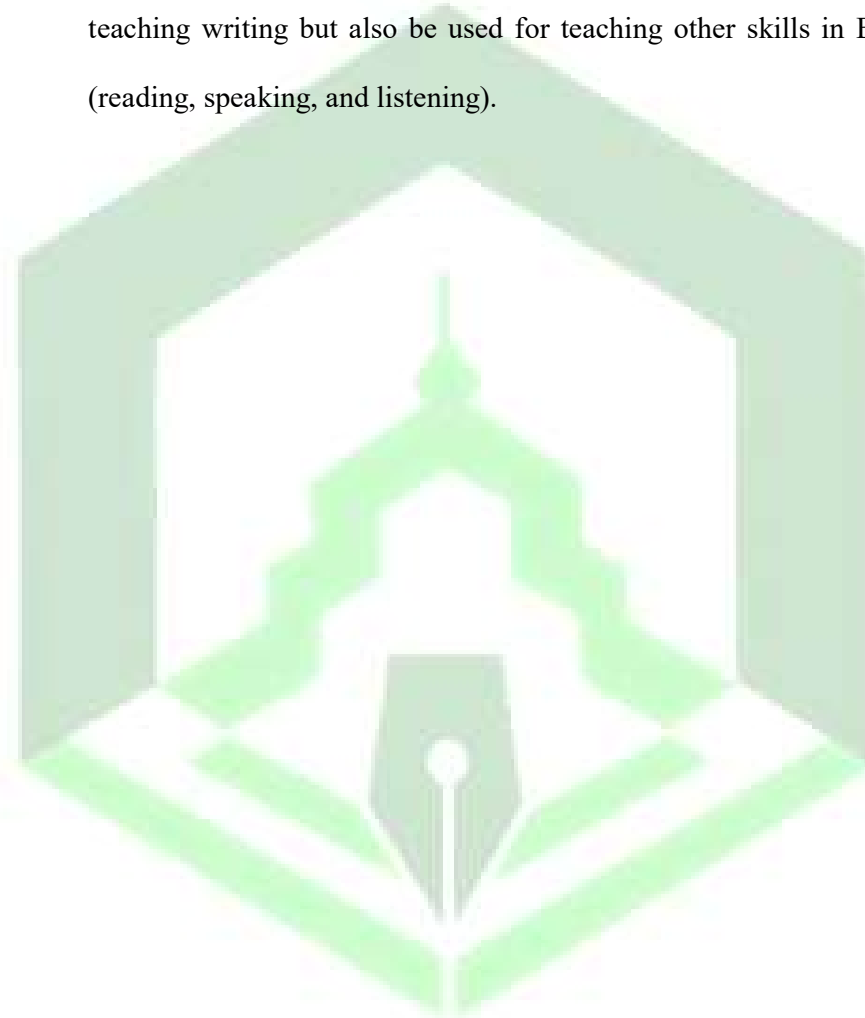
The teacher who will use Running Dictation in the class should prepare and organize will before they teach and deliver the material. Then, teachers should design interesting activities that can enable the students to practice and write better. So, it can motivate and encourage them to have better writing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

2. For the students

The students should be active in the teaching in the learning process and do more practice in class. The students have to improve their writing with various activities individually and in groups.

3. For the future researcher

Running dictation can be used by the next researcher with a focus on different research because running dictation can not only be used in teaching writing but also be used for teaching other skills in English (reading, speaking, and listening).



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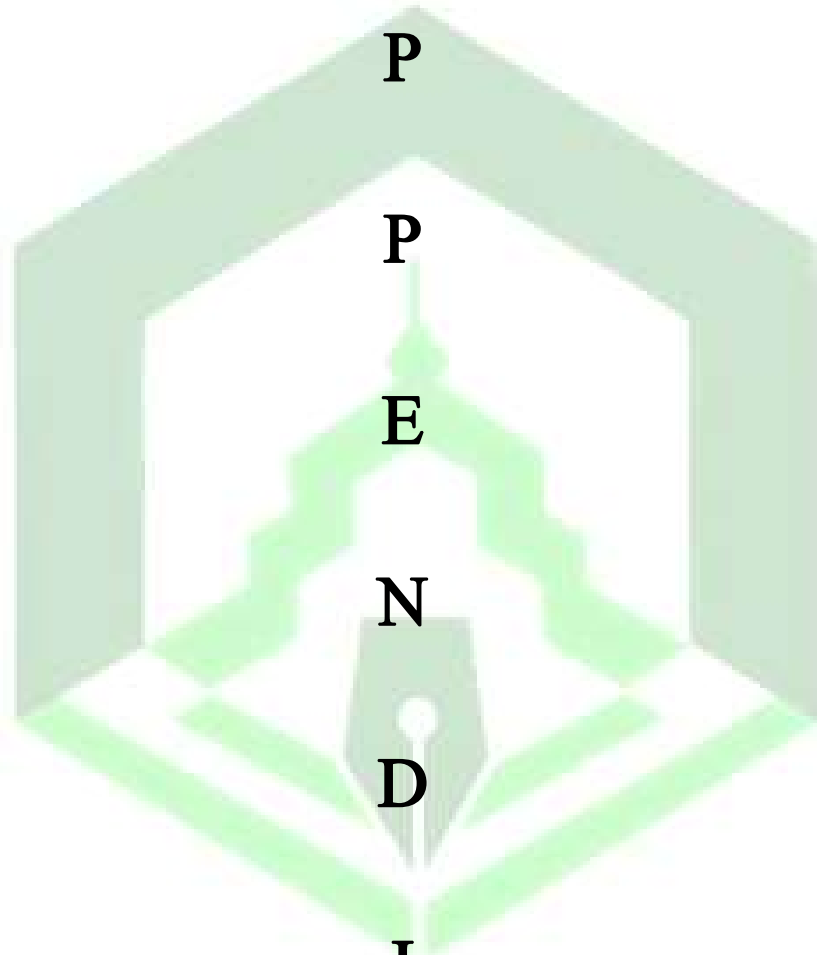
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APPENDIX 1

THE INSTRUMENT TEST

Pre-test

Name :

Class :

Describe the picture below!



Answer:

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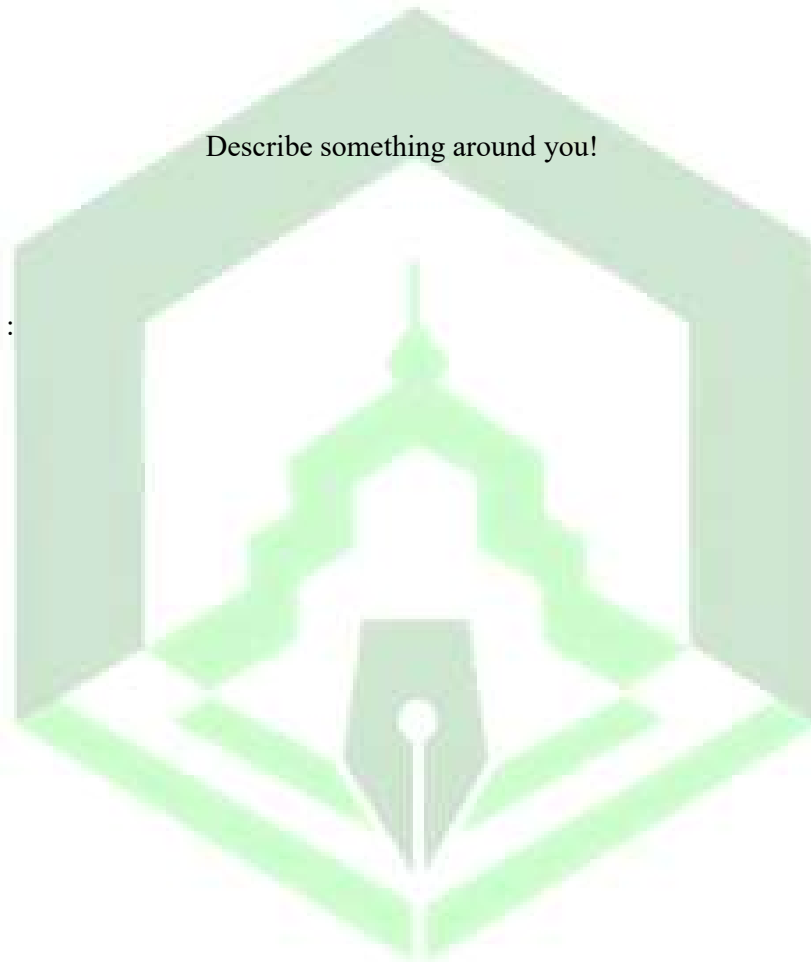
Post Test

Name :

Class :

Describe something around you!

Answer :



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APPENDIX II

LESSON PLAN (first meeting)

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/8
Materi Pokok	: Describing things (pre-test)
Aspek/Skill	: Writing
Alokasi Waktu	: 6 kali pertemuan (6 x 45 Menit)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis, mengevaluasi pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks describing sederhana tentang orang, benda, hewan, dan tempat bersejarah sesuai dengan konteks penggunaannya.

.....
Menangkap makna dalam describing lisan dan tulis sederhana.

Menyunting teks describing lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Menyusun teks describing lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian

- 3.7. Menulis teks describing sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya..
- 4.8. Mengidentifikasi struktur dan unsur kebahasaan dalam teks describing lisan dan tulis, pendek dan sederhana. Menyusun kalimat-kalimat yang masih acak untuk diurutkan menjadi paragraph sederhana Mengembangkan kalimat-kalimat yang sudah diurutkan tersebut dengan ide kreatif sehingga menghasilkan teks describing tulis yang bermakna akurat.

D. Tujuan Pembelajaran

1. Setelah mengetahui dan memahami tentang describing yang telah diajarkan, siswa mampu mengerjakan soal-soal yang diberikan guru tentang describing dengan menggunakan metode running dictation game.
2. Siswa mampu bekerja sama dalam kelompok mereka masing-masing.
3. Siswa mampu menjalankan peran pribadinya dalam tiap kelompok

4. Siswa mampu mengerjakan soal atau tugas yang diberikan guru secara individu.

E. Materi Pembelajaran

Teks describing

a. The Definition and Purpose of Describing

Describing is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

b. The Generic Structure of Describing

Describing has the structure as below:

Identification; identifying the phenomenon to be described.

- Description; describing the phenomenon in parts, qualities, or/and characteristics.

c. The Language Feature of Describing

Using attributive for example *be (am, is, are)*, and identifying process.

Using adjectives and classifiers in the nominal group.

Using simple present tense, for example: *go, eat, fly, etc.*

d. The Example and structure of the describing

MY DOG



My dog's name is Choco. It has brown fur. It has soft fur. It has a long tail and a big body. It likes meat and likes to run.

F. Metode Pembelajaran

1. Scientific Approach
2. Penugasan
3. Running dictation games

The steps of running the dictation game :

- a. The researcher prepares a written sentence on some pieces of paper, the material used is material about describing things, it can be people, animals, or another object.
- b. The researcher divides the students into several groups consisting of 4-5 people.
- c. Each student takes turns being a runner and a writer
- d. The researcher provides five pieces of text that should be put in different places, for example at the door, behind the door, on the table, on the wall, or on the whiteboard.
- e. The first runner runs to the text box provided in several places and dictates to the first writer.
- f. All students will take turns being runners and writers until the first writer becomes the last runner.
- g. When all group members read the text, they sit down and the researcher asks to the students check the spelling and any missing words
- h. Finally, the students compare their version to the original and make any necessary corrections.

G. Alat Dan Sumber Pelajaran

Alat: Pulpen, Kertas, Gambar

Sumber belajar :

- Internet
- Buku pegangan guru

H. Langkah-Langkah Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa inggris.• Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.• Guru mengecek kehadiran siswa (absen).• Guru menyampaikan tujuan pembelajaran.	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Siswa memahami pengertian describing tentang orang, hewan, benda, buah-buahan.• Siswa membaca teks describing dan memahami maknanya.• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks dan unsur kebahasaan dari teks tersebut <p>Menanya (identifikasi)</p> <ul style="list-style-type: none">• Guru membimbing siswa mempertanyakan generic structure dan tujuan dari describing.• Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan.	60 menit

	<p>Mengeksplorasi</p> <ul style="list-style-type: none">• Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok diskusi untuk membahas tentang describing menggunakan metode running dictation.• Guru memberikan text kepada masing-masing kelompok untuk dijadikan topic dalam belajar describing.• Peserta didik berfikir tentang gagasan untuk menyusun teks describing sesuai dengan topic yang diberikan• Peserta didik menjawab susuna text kedalam bentuk paragraf.• Guru mengamati dan merespon siswa selama diskusi berlangsung. <p>Mengasosiasi (pembuktian)</p> <ul style="list-style-type: none">• Guru meminta siswa kembali ketempat duduk semula.• peserta didik diminta menyusun teks describing menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan. <p>Mengkomunikasikan (generalisasi)</p> <ul style="list-style-type: none">• Peserta didik dengan sungguh-sungguh dan percaya diri	
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	<p>mengungkapkan hasil pekerjaannya di depan kelas dan peserta didik lainnya mendengarkan.</p> <ul style="list-style-type: none"> • Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan. • Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik. 	
Penutup	<ul style="list-style-type: none"> • Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini. • Guru menjelaskan kegiatan rencana pembelajaran yang akan datang. • Guru menutup pembelajaran dengan berdoa. 	10 menit

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LESSON PLAN (Second Meeting)

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa inggris.• Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.• Guru mengecek kehadiran siswa (absen).• Guru menyampaikan tujuan pembelajaran.	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Siswa memahami pengertian describing tentang orang• Siswa membaca teks describing dan memahami maknanya.• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks dan unsur kebahasaan dari teks tersebut <p>Menanya (identifikasi)</p> <ul style="list-style-type: none">• Guru membimbing siswa mempertanyakan generic structure dan tujuan dari describing.• Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan. <p>Mengeksplorasi</p>	60 menit

	<ul style="list-style-type: none">• Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok diskusi untuk membahas tentang describing menggunakan metode running dictation.• Guru memberikan text kepada masing-masing kelompok untuk dijadikan topic dalam belajar describing.• Peserta didik berfikir tentang gagasan untuk menyusun teks describing sesuai dengan topic yang diberikan• Peserta didik menjawab susuna text kedalam bentuk paragraf.• Guru mengamati dan merespon siswa selama diskusi berlangsung. <p>Mengasosiasi (pembuktian)</p> <ul style="list-style-type: none">• Guru meminta siswa kembali ketempat duduk semula.• peserta didik diminta menyusun teks describing menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan. <p>Mengkomunikasikan (generalisasi)</p> <ul style="list-style-type: none">• Peserta didik dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjaannya di depan kelas dan peserta didik lainnya mendengarkan.	
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	<ul style="list-style-type: none">• Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan.• Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik.	
Penutup	<ul style="list-style-type: none">• Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini.• Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.• Guru menutup pembelajaran dengan berdoa.	10 menit



IAIN PALOPO

LESSON PLAN (third meeting)

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa inggris.• Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.• Guru mengecek kehadiran siswa (absen).• Guru menyampaikan tujuan pembelajaran.	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Siswa memahami pengertian describing tentang hewan.• Siswa membaca teks describing dan memahami maknanya.• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks dan unsur kebahasaan dari teks tersebut <p>Menanya (identifikasi)</p> <ul style="list-style-type: none">• Guru membimbing siswa mempertanyakan generic structure dan tujuan dari describing.• Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan. <p>Mengeksplorasi</p>	60 menit

	<ul style="list-style-type: none">• Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok diskusi untuk membahas tentang describing menggunakan metode running dictation.• Guru memberikan text kepada masing-masing kelompok untuk dijadikan topic dalam belajar describing.• Peserta didik berfikir tentang gagasan untuk menyusun teks describing sesuai dengan topic yang diberikan• Peserta didik menjawab susuna text kedalam bentuk paragraf.• Guru mengamati dan merespon siswa selama diskusi berlangsung. <p>Mengasosiasi (pembuktian)</p> <ul style="list-style-type: none">• Guru meminta siswa kembali ketempat duduk semula.• peserta didik diminta menyusun teks describing menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan. <p>Mengkomunikasikan (generalisasi)</p> <ul style="list-style-type: none">• Peserta didik dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjaannya di depan kelas dan peserta didik lainnya mendengarkan.	
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	<ul style="list-style-type: none">• Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan.• Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik.	
Penutup	<ul style="list-style-type: none">• Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini.• Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.• Guru menutup pembelajaran dengan berdoa.	10 menit



IAIN PALOPO

LESSON PLAN (Fourth Meeting)

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa inggris.• Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.• Guru mengecek kehadiran siswa (absen).• Guru menyampaikan tujuan pembelajaran.	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Siswa memahami pengertian describing tentang buah-buahan.• Siswa membaca teks describing dan memahami maknanya.• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks dan unsur kebahasaan dari teks tersebut <p>Menanya (identifikasi)</p> <ul style="list-style-type: none">• Guru membimbing siswa mempertanyakan generic structure dan tujuan dari describing.• Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan. <p>Mengeksplorasi</p>	60 menit

	<ul style="list-style-type: none">• Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok diskusi untuk membahas tentang describing menggunakan metode running dictation.• Guru memberikan text kepada masing-masing kelompok untuk dijadikan topic dalam belajar describing.• Peserta didik berfikir tentang gagasan untuk menyusun teks describing sesuai dengan topic yang diberikan• Peserta didik menjawab susuna text kedalam bentuk paragraf.• Guru mengamati dan merespon siswa selama diskusi berlangsung. <p>Mengasosiasi (pembuktian)</p> <ul style="list-style-type: none">• Guru meminta siswa kembali ketempat duduk semula.• peserta didik diminta menyusun teks describing menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan. <p>Mengkomunikasikan (generalisasi)</p> <ul style="list-style-type: none">• Peserta didik dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjaannya di depan kelas dan peserta didik lainnya mendengarkan.	
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	<ul style="list-style-type: none">• Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan.• Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik.	
Penutup	<ul style="list-style-type: none">• Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini.• Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.• Guru menutup pembelajaran dengan berdoa.	10 menit



IAIN PALOPO

LESSON PLAN (fifth meeting)

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa inggris.• Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.• Guru mengecek kehadiran siswa (absen).• Guru menyampaikan tujuan pembelajaran.	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Siswa memahami pengertian describing tentang tempat, seperti sekolah, mesjid, pasar dll• Siswa membaca teks describing dan memahami maknanya.• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks dan unsur kebahasaan dari teks tersebut <p>Menanya (identifikasi)</p> <ul style="list-style-type: none">• Guru membimbing siswa mempertanyakan generic structure dan tujuan dari describing.• Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan.	60 menit

	<p>Mengeksplorasi</p> <ul style="list-style-type: none">• Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok diskusi untuk membahas tentang describing menggunakan metode running dictation.• Guru memberikan text kepada masing-masing kelompok untuk dijadikan topic dalam belajar describing.• Peserta didik berfikir tentang gagasan untuk menyusun teks describing sesuai dengan topic yang diberikan• Peserta didik menjawab susuna text kedalam bentuk paragraf.• Guru mengamati dan merespon siswa selama diskusi berlangsung. <p>Mengasosiasi (pembuktian)</p> <ul style="list-style-type: none">• Guru meminta siswa kembali ketempat duduk semula.• peserta didik diminta menyusun teks describing menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan. <p>Mengkomunikasikan (generalisasi)</p> <ul style="list-style-type: none">• Peserta didik dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjaannya di depan	
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	<p>kelas dan peserta didik lainnya mendengarkan.</p> <ul style="list-style-type: none"> • Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan. • Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik. 	
Penutup	<ul style="list-style-type: none"> • Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini. • Guru menjelaskan kegiatan rencana pembelajaran yang akan datang. • Guru menutup pembelajaran dengan berdoa. 	10 menit



IAIN PALOPO

LESSON PLAN (Sixth Meeting)

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru membuka kegiatan belajar dengan memberi salam dan menanyakan kabar siswa dalam bahasa inggris.• Guru mengajak siswa untuk bersiap sebelum memulai pelajaran dengan mengatur tempat duduk siswa.• Guru mengecek kehadiran siswa (absen).• Guru menyampaikan tujuan pembelajaran.	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Siswa memahami pengertian describing things• Siswa membaca teks describing dan memahami maknanya.• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks dan unsur kebahasaan dari teks tersebut <p>Menanya (identifikasi)</p> <ul style="list-style-type: none">• Guru membimbing siswa mempertanyakan generic structure dan tujuan dari describing.• Peserta didik merespon pertanyaan yang berkaitan dengan teks secara lisan.	60 menit

	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok diskusi untuk membahas tentang describing menggunakan metode running dictation. • Guru memberikan text kepada masing-masing kelompok untuk dijadikan topic dalam belajar describing. • Peserta didik berfikir tentang gagasan untuk menyusun teks describing sesuai dengan topic yang diberikan • Peserta didik menjawab susuna text kedalam bentuk paragraf. • Guru mengamati dan merespon siswa selama diskusi berlangsung. <p>Mengasosiasi (pembuktian)</p> <ul style="list-style-type: none"> • Guru meminta siswa kembali ketempat duduk semula. • peserta didik diminta menyusun teks describing menggunakan kalimat sendiri sesuai dengan topic dan gagasan yang telah di diskusikan. <p>Mengkomunikasikan (generalisasi)</p> <ul style="list-style-type: none"> • Peserta didik dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjaannya di depan 	
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	<p>kelas dan peserta didik lainnya mendengarkan.</p> <ul style="list-style-type: none"> • Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan. • Guru memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik. 	
Penutup	<ul style="list-style-type: none"> • Guru dan siswa secara bersama-sama menyimpulkan apa yang sudah dipelajari pada pertemuan ini. • Guru menjelaskan kegiatan rencana pembelajaran yang akan datang. • Guru menutup pembelajaran dengan berdoa. 	10 menit



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APPENDIX III

STUDENTS WORKSHEET

1. Students score in Pre-Test

The Lowest student score in Pre-Test


Pre- test

Name DHIA SYARAFANA SUPARTO

Class VIII - 8

(21)

Describe of the picture in the below!



Content : 5
Organization : 5
Vocabulary : 5
Grammar : 5
Mechanic : 1

Answer:

- that banana is a fruit

The higher student score in pre-test


Pre-test

Name : Ashifah Az Zahni

Class : VIII.8

76

Describe of the picture in the below!



Content : 23
Organization : 14
Vocabulary : 15
Grammar : 20
Mechanic : 4

Answer:

That Animal is a zebra. It have a fure very beathful. It have colour black and white. It has four legs like horse.

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2. Students Score in Post-Test

The lowest student score in post-test

Post Test

Name : Mus'Ad Ibrahim Wahyudi

Class : VIII.B

53

Describe something around you !

Answer :

- Al-Qur'an is book from Allah SWT.
- And its save in my bag.
- I have a pen.
- And I uses my pen to writing.

Content : 12
Organization : 10
Vocabulary : 12
Grammar : 16
Mechanic : 3

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The higher student score in post-test

Post Test

(90)

Name: Andi Munifah Hanayah Putri

Class: VIII-D

Describe something around you!

Content: 27
Organization: 18
Vocabulary: 18
Grammar: 23
Mechanic: 5

Answer:

- Nurah -

- she is my friend.
- she is my old friend, we became friend since kindergarten.
- she is one month older than me.
- she is very kind, funny & weird.
- she is shorter than me.

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APPENDIX IV
DOCUMENTATION

PRE-TEST



GIVING A TREATMENT





POST-TEST



DPO



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo
Email:pbi@iainpalopo.ac.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Ira Septiani Asri
NIM : 16 0202 0080
Program Studi : Pendidikan Bahasa Inggris
Alamat : Dusun Seppong Desa Seppong Kec Belopa Utara
Kab Luwu
No.Telpon/HP : 081 235 206 528
Email : iraseptania02@gmail.com

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 19 Agustus 2022

a.n. Dekan
Wakil dekan III
Fakultas Tarbiyah dan Ilmu Keguruan

Ketua Program Studi

Dra.Hj. Nursyamsi, M.Pd.I
NIP. 19630710 199503 2 001

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006



Lancar Mengaji



Bisa mengaji,tapi belum lancar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: pbi@iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ira Septiani Asri
NIM : 16 0202 0080
Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 15 November 2022

Ketua Prodi



Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

CURRICULUM VITAE



The researcher has complete name Ira Septiani Asri. She was born on September 2nd 1998 in Seppong, Sulawesi Selatan. She is the third daughter from four children. Her father's name is Alm Asri Sahap and her mother's name is Masnah. She has one brother and two sisters. The Researcher graduated fro SDN 36 Seppong in 2010 and then she graduated from MTsN Belopa in 2013. Then, in 2016 she graduated from SMAN 01 UNGGULAN KAMANRE. The researcher continued her study at State Islamic Institute of Palopop (IAIN) and taking English Language Education Study Program S-1 degree.

In the end of the study at State Islamic Institute of Palopo (IAIN), she wrote a thesis entitled **“The Effectiveness of Running Dictation in Teaching Writing Skills at the Eight Grade of MTsN Luwu”**

IAIN PALOPO