ENHANCING ELEVENTH GRADE STUDENTS' WRITING ABILITIES IN DESCRIPTIVE TEXT BY USING RUNNING DICTATION (RD) TECHNIQUE

Frian Saputra, Vyna Yuniarti, Ari Kurniawati, Nurmala Dewi
SMK Rawas Hulu, SMA Negeri 7 Prabumulih, SMK Negeri 1 Lahat, SMP Negeri 4 Mesuji
(friansaputra0101@gmail.com, vynayuniarti88@gmail.com, arikurniawati0402@gmail.com, ewhie0503@gmail.com)

ABSTRACT: The goal of this study is to see if there is a significant difference in writing abilities between students who are taught using running dictation and those who are not. The quasi-experimental method was used in this study, with a nonequivalent control group design. The population consisted of all eleventh-grade students at Vocational High School Rawas Ulu during the academic year 2021/2022. There were six classes totaling 280 students. The sample included 11.TKJ 1 as the experimental group and 11.TKJ 2 as the control group, selected using purposive sampling. The data was analyzed using the paired sample t-test and the independent sample t-test. Following the findings of this study, the average post-test was 69.31 for the control group and 74.38 for the experimental group. The independent sample t-test results show that the value of sig. (2-tailed) was 0.00 less than 0.05 at the level significant 0.05. While the obtained t-value was 11.809 higher than the critical t-table value of 1.664 with degree of freedom 78, As a result of the test calculation of the independent test t-test the t-obtain > t-table, the null hypothesis (Ho) is rejected, and the alternative hypothesis is accepted. It means that using the Running Dictation technique to teach writing achievement in descriptive text is effective.

Keywords: *writing abilities, descriptive text, Running Dictation (RD) technique*

MENINGKATKAN KEMAMPUAN MENULIS TEKS DESKRIPTIF SISWA KELAS XI MENGGUNAKAN TEKNIK RUNNING DICTATION (RD)

ABSTRAK: Tujuan dari penelitian ini adalah untuk melihat apakah ada perbedaan yang signifikan dalam prestasi menulis antara siswa yang diajar menggunakan dikte lari dan mereka yang tidak. Metode kuasi-eksperimental digunakan dalam penelitian ini, dengan desain kelompok kontrol nonekuivalen. Populasi penelitian ini terdiri dari seluruh siswa kelas sebelas di SMK Rawas Ulu selama tahun ajaran 2021/2022. Ada enam kelas dengan total 280 siswa. Sampel penelitian ini memasukkan 11.TKJ 1 sebagai kelompok eksperimen dan 11. TKJ 2 sebagai kelompok kontrol, dan penelitian ini menggunakan *purposive sampling*. Data kemudian dianalisis menggunakan uji-t sampel berpasangan dan uji-t sampel independen. Mengikuti temuan penelitian ini, rata-rata post-test adalah 69,31 untuk kelompok kontrol dan 74,38 untuk kelompok eksperimen. Hasil uji-t sampel independen menunjukkan bahwa nilai sig. (2-tailed) adalah 0,00 kurang dari 0,05 pada level signifikan 0,05. Sedangkan nilai-t yang diperoleh adalah 11,809 lebih tinggi dari nilai t-table kritis sebesar 1,664 dengan tingkat kebebasan 78, Sebagai hasil dari perhitungan uji t uji independen, t-table t-obtain> t-table, hipotesis nol (Ho) ditolak, dan hipotesis alternatif diterima. Artinya, menggunakan teknik Running Dictation untuk mengajarkan prestasi menulis dalam teks deskriptif adalah efektif.

Kata Kunci: *kemampuan menulis, teks deskriptif, teknik Running Dictation*

INTRODUCTION

One of the most efficient ways to express our feelings, thoughts, ideas, and opinions to someone or to others is through language. In order to communicate with others, it is crucial for humans to be able to speak any language. Hadley (2001) defined language as the thoughts and emotions that are communicated to other people through engagement or conversation. The importance of learning English today cannot be overstated because it is a major international language. English is not only used and spoken by native speakers; persons who reside in nations where English is recognized as a second language, or a foreign language also use it. English is taught as a required subject in elementary schools, junior high schools, senior high schools, and universities in Indonesia and is regarded as a foreign language.

The four fundamental abilities in English are writing, speaking, reading, and listening. The two categories of productive skills and receptive skills each include four fundamental talents. Reading and listening are regarded as receptive skills, but speaking and writing are considered productive. One of the four fundamental abilities is writing. Writing refers to skill used to express ideas, thoughts, and feelings to other people in written form (Setiani, 2021). When the pupils start interacting with others at the school level, they start learning English through written form for communication. Students find writing to be more challenging than other language abilities. Writing is the ability to utilize written language to communicate with others, according to the National Evaluation of Educational Progress (2011), making the need for effective writing education and assessment more important than ever (p.1). One of the fundamental English abilities is writing. For students of foreign languages, writing is typically regarded as one of the most challenging talents. Even native speakers struggle to write well, according to Johnstone, Ashbaugh, and Warfield (2002).

In addition, Kelogg (2008) notes that writing aids in the development of vocabulary, the reinforcement of grammatical structure, and the development of other language abilities including reading, listening, and speaking. Multiple texts were taught to vocational high school students as part of the K13 curriculum as they learned and practiced writing. They were procedural, narrative, recount, report, and descriptive. According to the curriculum, teachers should also teach students how to write straightforward transactional and interpersonal texts that include expressions like asking for and offering compliments, expressing an opinion, issuing an invitation, and making an announcement. The research's typing skills were concentrated on writing, particularly composing descriptive prose. According to Wardiman, Jahur, and Djusman (2008), descriptive text is any text that describes the characteristics of someone, something, or a specific location (p.16). This method could be used to teach students how to write descriptive texts. Descriptive text, on the other hand, is text that talks about a specific person, thing, or place. To write a descriptive text, we must use our imagination and visualization because we must describe specific people, things, or places in specific ways. Running dictation could thus be used to assist students in creating descriptive text.

Running dictation, according to Duncan and Westgate (2010), is an activity that generates a lot of excitement and encourages participation from all classes, with individual students filling a variety of roles. Running Dictation is a dictation activity that

was created to make dictation exercise habits easier. This activity is played as a game in groups, with each group assigned the roles of runner and writer. Runners work to find the sentence that has been pasted to the walls, and the writer writes what functions the runners obtained. Each group competes quickly to finish that sentence, and if there is one who is the first to finish the sentence between the groups, the teacher will give the highest scores to the group.

The result scoring of middle exam vocational high school Rawas Ulu, many students struggle with writing, specifically; 1) students lacked vocabulary mastery. 2) Students' punctuation was poor. 3), students lacked command of grammar and sentence structure. 4), students were unable to express their ideas clearly in writing. 5), students were deficient in topic content. Finally, the number of students who are interested in the lesson is decreasing. Furthermore, many students at vocational high school Rawas Ulu struggle with writing, particularly descriptive text; the students are unsure what should be written and how to solve the problem. For the reasons stated above, the authors propose using running dictation to improve students' writing abilities. Based on the problems stated above, the researchers designed the objectives of this study to determine whether there was a significant difference in students' writing abilities between eleventh grade students at vocational high school Rawas Ulu who were taught using the running dictation technique and those who were not.

The Concepts of Writing

Writing is a form of written communication that must contain information. It may not be easy because it must deal with grammar, vocabulary, spelling, genre organizational structure, and even mechanics (punctuation). Writing instruction must deal with many issues, writes Yan (2005), such as how to determine the importance of correct spelling and punctuation in early drafts, how to treat the various steps in the composition process, and how to analyze a text for its context and purpose. Writing is one of the language skills that develops from the beginning of Junior High School all the way up to the university level. According to Harmer (2004), writing is used to help students perform a different type of activity (in this case, speaking and listening) (p.33). To effectively convey ideas or information, students must master the general principles of good writing, such as unity, support, coherence, and sentence skill in written English conventions.

The Concept of Writing Achievement

Writing is one of the productive skills in Indonesia, where English is used as a foreign language. It's similar to speaking. The primary distinction between writing and speaking is found in the product. Speaking produces a spoken text, which can be a monologue or a dialogue, where as writing produces a written text on paper. According to Langan (2008), college writing skills are a skill that assists us in learning, practicing, and applying the skills needed to think and communicate effectively (p.23). Furthermore, Spratt, Pulvernes, and Williams (2005), state that writing is one of the productive language skills that involves the use of graphic symbols (p.26).

Writing is essential in the learning process for three reasons. For starters, writing helps students practice the structures, idioms, grammatical rules, and vocabulary that their teachers have taught them. Second, when students write, they use languages other than

the ones they have just learned to say. Third, when students wrote, they were compelled to learn a new language, implying that writing is an effort to express ideas and requires the constant use of the brain, eyes, and hands (Annisa and Hafizh, 2013). Actually, this is an unusual method of learning.

Writing will become more important in higher education and the workplace because it is one of the forms of written communication that should be used, such as memos and email. Reports, memos, proposals, preliminary interviews, applications, e-mail, and other forms of written professional communication are part of a college student's or successful graduate's daily life (Walsh, 2010).

Descriptive Texts

One type of text that can be written is descriptive text. Descriptive text is a type of written text that describes something, someone, or a place. Descriptive text is one type of text that is used in the classroom to teach students. According to Mursyidin (2011), descriptive text is a type of text that is used to provide information (p.4). Furthermore, Wardiman, Jahur, and Djusman (2008), state that descriptive text is a text that describes the characteristics of someone, something, or a specific location (p.16).

In order to explore the students' imagination, the writers try to convey their imagination, feelings, and experiences to the readers. Students, on the other hand, use clear descriptions to help the reader imagine the object being described, such as when they describe their class. There are generic structures in descriptive text, according to Mursyidin (2011). First, identification is the process of identifying the phenomenon to be described (person, thing, object, or place). Then, description is used to describe parts, qualities, characteristics, and so on (p.5).

The Concept of Running Dictation

The running dictation, according to Duncan and Westgate (2010), is an activity that generates a lot of excitement and encourages participation by all classes, with individual students fulfilling a variety of roles. Running dictation is a type of activity dictation that was developed to facilitate dictation exercise habits. This activity is very enjoyable and interesting, and it encourages all students to participate. This technique is also used to train students' memory, pronunciation, and writing skills. There are some experts to back up this claim. Aldila (2015), states that there are five steps to performing running dictation:

1. Write something on the board, the wall, or a table provided in the classroom.
2. The students were divided into groups. This activity is dependent on the number of students in the class. For example, if a student is around 36, there will be seven groups, each with five people. However, if the student is under the age of 36, there must be fewer than seven groups, with each group consisting of five people. It would be interesting if each group had about five people in it. As a result, the number of groups and members in each group is determined by the number of students in the class.
3. One student will be the writer and the other the runner in the group.

4. The first runners must run while reading a copy of the text on the wall. He or she should remember what he or she has read. If he recalls what he/she read, he/she should return to the group and inform the writer of what he/she read. Writers must write properly.

5. The second runner takes a turn doing the same activity as the first. The other runners do it as well. After all of the groups have finished, each student in the group takes the original text and corrects their work.

METHODOLOGY

The study utilized a quasi-experimental design with nonequivalent control groups. This is the experimental design in which subjects were not assigned to treatment groups at random. According to Sugiyono (2015), quasi-experimental designs have a control group but are unable to fully control the variables - external variables that affect the execution of the experiment (p.114). Furthermore, Creswell (2012) mentions that quasi-experiments were indeed designs that include group assignments but are not randomly assigned to participants (p.309). The authors conducted research on two groups: experimental and control. The first group received treatment using the proposed method or strategy, running dictation, whereas the second group received treatment by continuing the method previously given by the teacher. The population is the number of people who share the same traits or characteristics that make them interesting to study. According to Creswell (2012), population is a characteristic shared by a group of people (p.142). Furthermore, Sugiyono (2015) states that population is a generalization region made up of objects and subjects with specific qualities and characteristics that researchers can study and draw conclusions from (p.117). Based on two theories, it is possible to conclude that the population consists of all subjects or individuals who have certain characteristics that will be studied.

According to Creswell (2012), a sample is a target population sub-group that has been used because researchers intend to study a generalization about the target population (p.142). Furthermore, Sugiyono (2015) claims that the sample is a subset of the population with the same number and characteristics (p.118). Purposive sampling was used by the author in this study. Purposive sampling, according to Cohen, Manion, and Morrison (2005), is when researchers deliberately select cases to be included in the sample based on their assessment of their typicality (p.103).

A test is a method of assessing a person's ability, knowledge, or performance in a specific domain (Brown, 2004). The writer used a pretest and a posttest in this study to determine the effectiveness of running dictation in writing achievement. The pretest was given out before the treatment, and the posttest was given out after the treatment. The paired sample t-test was used to compare pre-test and post-test results in both the experimental and control groups. The independent sample t-test compares only two groups in a population. The independent sample t-test is used to compare the scores of individuals in an experimental group to the scores of individuals in a control group (Aron, Coups, & Aron, 2011). The authors used this test to determine whether there was a significant difference in writing achievement between students who were taught using the running dictation technique and those who were not. The data was analyzed using an independent t-test in SPSS 20 (Singgih, 2014).

FINDINGS AND DISCUSSION

1. The Result of Paired Sample T-Test in Control Group

        To determine whether there was a significant difference in writing achievement between students who were taught using running dictation and those who were not. The paired sample t-test was used to compare pre-test and post-test results in both the control and experimental groups. The end result is shown in the table 1 below.

Table 1. The Result of Paired Sample T-Test in Control Group

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre_Test - Post_Test	-5.712	3.702	0.585	-6.896	-4.529	-9.760	39	.000

        As shown in the table above, the paired sample t-test of pre-test and post-test scores for the control group revealed a sig. (2-tailed) value of 0.00 0.05. However, based on the t-table with degree of freedom 39, the obtained t-value was 9.760 greater than 1.684.

2. The Result of Paired Sample T-Test in Experimental Group

        The paired sample t-test was used to compare the results of the pretest and posttest in the experimental group to determine whether there was a significant difference in writing achievement between students who were taught using running dictation technique and those who were not. The final result is shown in the table 2 below.

Table 2. The Result of Paired Sample T-Test in Experimental Group

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre_Test - Post_Test	-7.725	4.511	0.713	-9.168	-6.282	-10.832	39	0.000

        As shown in the table above, the value of sig. (2-tailed) for the paired sample t-test of pre-test and post-test scores for the experimental group was 0.00 0.05. However, the obtained t-value was 10.832 higher than 1.684 based on the t-table with degree of freedom 39.

3. The Result of Independent Sample T-Test

        The authors used the independent sample t-test to the hypothesis to calculate the post-test results for both the control and experimental groups. Look at table 3.

Table 3. The Result of Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	9.602	0.003	11.809	78	0.000	5.063	0.429	4.209	5.916
	Equal variances not assumed			11.809	70.570	0.000	5.063	0.429	4.208	5.917

Based on the table above, it was found that the value significance (2-tailed) was 0.00 lower than 0,05 at the level of significant 0.05. While the value of t-obtained was 11.809 higher than critical value of t-table was 1.664 with degree of freedom 78, it claims that Ha is accepted while Ho is rejected. In other words, it is effective to improve writing achievement in descriptive text through running dictation to the eleventh-grade students at Vocational High School Rawas Ulu.

DISCUSSION

The students achieved an average post-test score of 74.38 in the experimental group. The students achieved a post-test average score of 69.31 in the control group. It means that there is a significant difference between the students' post-test scores in the experimental group and the post-test scores in the control group. Students in the experimental group scored significantly higher on the post-test than those in the control group. Based on the comparison of the value of sig. (2 tailed) in the result of the paired sample t-test, the writer concluded that students in both groups increased their score in the post-test, but the scores achieved by students in the experimental group were higher than the scores achieved by students in the control group. It is also supported by the post-test score difference between them.

The value significance (2-tailed) calculated by the writers was 0,00 less than 0,05 at the level of significance 0.05. While the obtained t-value was 11.809, the critical t-table value was 1.664 with degree of freedom 78. As a result of the test calculation of the independent test t-test the t-obtain> t-tab, the null hypothesis (Ho) is rejected, and the alternative hypothesis is accepted. It means that the findings of this study indicated that teaching writing achievement to eleventh-grade students at Vocational High School Rawas Ulu through running dictation is effective.

CONCLUSION

The average post-test score in the experimental group was 74.38, while the average post-test score in the control group was 69.31. It was evident from the test results in the experimental group and the post-test n control group. The calculated result of the independent t-test was greater than the critical value. The independent t-test result (t-obtain) was 11.809, and the critical value (t-tab) was 1.664, indicating that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. It means that running dictation to eleventh-grade students at Vocational High School Rawas Ulu is an effective way to improve writing achievement.

REFERENCES

Annisa, R., & Hafiz, M. A. (2013). Teaching writing a descriptive text to senior high school students by using the CSW game. *Journal of English Language Teaching, 2* (1),79-86.

Aldila, A. A. (2015). *The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text.* Semarang State University.

Aron, A., Coups, E.J., & Aron, E.N. (2011). *Statistics for the Behavioral and Social Sciences (5ᵗʰ ed).* USA: Pearson Education, Inc

Brown, H. D. (2004). *Language assessment principles and classroom practices.* White Plains, NY: Pearson Education.

Creswell, J. W. (2012). *Educational Research : Planning, Cunducting, and Evaluating Quantitative and Qualitative Research (4ᵗʰEd).* Boston: Pearson Education.

Cohen, L., Manion, L., & Morrison, K. 2007. Research Methods in Education (6th ed.). London, New York: Routllege Falmer.

Duncan, M., W., & Westgate, C. (2010). Running dictation for pronunciotion practice. *Current Issues in The Language Teacher, 34* (3).

Harmer, J. (2004). *How Teach Writing.* England : Pearson Education Limited.

Johnstone, K. M., Ashbaugh, H. & Warfield, T. D. (2002). Effect of repeated practice and contextual-writing experiences on college students' writing skills. *Journal of Educational Psychology, 94* (2), 305.

Kelogg, R. T. (2008). Training writing skill: A cognitive developmental perpective. *Journal of writing research, 1* (1), 1-26

Langan, J. (2008). *College Writing Skill with Reading: seventh Edition.* New York: The Mc Graw Hill Companies.

Mursyidin, M. (2011). *English Learning Handouts For Grade VIII: Learning Descriptive Text,* http//mmusryidpw.files.wordpress.com/2011/02/learning-description.pdf.

Setiani, R. (2021). Corrective Feedback and the development in writing a paragraph at the second semester students of Muhammadiyah Kotabumi University. *Didascein: Journal of English Education*, *2*(2), 82-88.

Singgih, S. (2014). *Panduan Lengkap SPSS Versi 20.* Jakarta: Elex Media Komputindo.

Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuatitatif, Kualitatif, dan R&D.* Bandung: Alfabeta.

Wardiman, A., Jahur, M.B. & Djusman, M.S. (2008). *English In Focus 2 : For Grade VIII SMP/MTS : first edition.* Departemen Pendidikan Nasional.

Yan, G. (2005). A Process Genre Model To For Teaching Writing. *English Teaching Forum Journal 43*(3)