

## THE EFFECT OF THE RUNNING DICTATION TECHNIQUE ON STUDENTS' ABILITY TO WRITE RECOUNT TEXT IN TENTH GRADE STUDENTS' AT SMKS AL-FAJAR SIBUHUAN

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**Abstrak:** Penelitian ini dilatarbelakangi oleh keresahan peneliti terhadap metode pengajaran yang kurang tepat dalam penerapan pembelajaran, Siswa memiliki minat menulis yang sangat rendah dikarenakan siswa merasa kesulitan dalam mengungkapkan ide. Penelitian ini bertujuan untuk: (1) mendeskripsikan implementasi penggunaan teknik dikte berlari dalam menulis teks rikon siswa. (2) mendeskripsikan peningkatan kemampuan menulis siswa dalam teks rikon setelah menggunakan teknik dikte berlari. Penelitian ini menggunakan pendekatan kuantitatif, dengan jenis penelitian quasi eksperimen dengan rancangan pretest posttest. Instrumen pengumpulan data yang digunakan adalah tes unjuk kerja dan dokumentasi. Instrumen tes unjuk kerja berupa pretest dan posttest untuk mengukur kemampuan menulis teks rikon. Analisis data dalam penelitian ini menggunakan teknik analisis data statistik deskriptif dengan uji normalitas dan uji homogenitas, serta pengujian hipotesis menggunakan uji T. Berdasarkan hasil penelitian yang dilakukan oleh peneliti, dapat disimpulkan bahwa berdasarkan hasil perhitungan diperoleh rata-rata uji t sampel independen, diperoleh sig. (2-tailed) sebesar 0,000. Nilai ini lebih kecil dari  $\alpha = 0,05$ . Sehingga, terdapat perbedaan hasil belajar siswa yang signifikan di kelas eksperimen menggunakan metode dikte berlari dengan kelas kontrol yang tidak mendapatkan perlakuan khusus. Selain itu, hasil analisis data, rata-rata pasca-uji nilai kelas eksperimen adalah 1.446, dan kelas kontrol adalah 3.397. Hal ini menunjukkan bahwa nilai pasca-tes siswa kelas eksperimen lebih tinggi daripada nilai pasca-tes kelas kontrol. Hal ini menunjukkan bahwa penggunaan metode dikte memiliki efek positif dan signifikan atau efektif terhadap kemampuan menulis siswa kelas X SMKS AL-FAJAR SIBUHUAN.

**Kata kunci:** Menjalankan Teknik Dikte Berlari, Menulis Teks Rikon.

**Abstract:** This research is motivated by the researcher's anxiety about teaching methods that are not appropriate in the application of learning, students have a very low interest in writing because students find it difficult to express ideas. This study aims to: (1) describe the implementation of the use of running dictation techniques in writing students' rikon texts. (2) describe the improvement of students' writing ability in the Rikon text after using the running dictation technique. This study uses a quantitative approach, with a quasi-experimental type of research with a pretest posttest design. The data collection instruments used were performance tests and documentation. The performance test instrument is in the form of a pretest and posttest to measure the ability to write a text of the book. The data analysis in this study uses descriptive statistical data analysis techniques with normality tests and homogeneity tests, as well as

*hypothesis testing using the T test. (2-tailed) of 0.000. This value is less than  $\alpha = 0.05$ . Thus, there was a significant difference in student learning outcomes in the experimental class using the running dictation method with the control class that did not receive special treatment. In addition, the results of the data analysis, the average post-test score of the experimental class was 1,446, and the control class was 3,397. This shows that the post-test scores of students of the experimental class are higher than the post-test scores of the control class. This shows that the use of the dictation method has a positive and significant or effective effect on the writing ability of grade X students of SMKS Al-Fajar Sibuhuan.*

**Keywords:** *Running Dictation Technique, Write Recount Text.*

## INTRODUCTION

Aziizu, B.Y.A. (2015), education is an important indicator that determines the progress of a nation. Good quality education is needed so that the nation's goals stated in the Constitution, namely to make the nation's life intelligent, can be carried out well. In reality, the Indonesian people are not yet fully intelligent. Indonesian people, especially students, are indeed intelligent from an academic perspective, but not from an action and moral perspective.

Writing is an activity that expresses one's thoughts, ideas, and feelings expressed in the form of writing. Writing is the process of changing the form of thoughts or wishful thinking or feelings or such as becoming a form of symbols or signs or meaningful writing. As a process, writing involves a series of activities consisting of prewriting, writing, and post-writing stages (Dalman, 2016: 7).

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

According to Zaim (2016) in the concept of language learning, there are four skills language that must be mastered by a language learner, namely speaking skills, listening skills, reading skills, and writing skills. Fourth This language skill can be mastered by a language learner with support the ability to master language components, namely mastery of grammar and vocabulary.

According to Ratmaningsih (2019) English learning in Indonesia aims to: Language learners are able to communicate with speakers of that language and also learn English is spoken by non English speakers and as a second language in the country certain areas which are used as communication bridges, such as trade and education.

Suhendra (2015) defines writing skills as the skills of each individual to pour out their ideas and ideas into written form. Many people consider expressing ideas in written form more difficult than expressing ideas in oral form (oral).

According to Silaban (2017) in Hayati, et al. stated that basically writing is not only in the form of giving birth to thoughts or feelings, but also the expression of ideas, knowledge, knowledge, and one's life experience in written language. Therefore, writing is not a simple activity and does not need to be learned, but mastered.

## RESEARCH METHODS

The research subject consists of 2 classes, namely the experimental class and the control class. The experimental class consisted of 36 students in class X Office Management Automation of SMKS Al-Fajar Sibuhuan while the control class consisted of 35 students of class X of Computer Network Engineering SMKS Al-Fajar Sibuhuan. The location of the school is on Jalan K.H. Dewantara, Barumun District, Padang Lawas Regency, North Sumatra. This research was conducted in January 2024.

Data collection techniques:

1. **Pre-Test** - Pretesting is an activity to measure students' ability to master concepts before students obtain knowl
2. **Post Test**-Post-test is after being given treatment, the next action is a post-test to determine the effect of using the running dictation learning method.
3. **Treatment** - In this case, researchers apply the running dictation technique to improve students' writing recount text in English lessons.
4. **Observation**-The observation stage is giving tests or questions to students so that student learning outcomes can be known.
5. **Assessment Rubric**-In assessing students' content, organization, Vocabulary, Language use, Mechanics researchers used an assessment rubric adapted

## Data Analysis Techniques

The data analysis technique in this study uses descriptive statistical analysis. Descriptive statistics are statistics used in analyzing data by describing or describing the data that has been collected. The description of the data is strengthened by the presentation of mean, median, mode, and standard deviation.

## RESULTS AND DISCUSSION

Based on the results of the research conducted by the researchers, it can be concluded that the calculation results show that the average pre-test score of the experimental class is 52.79 and after being given treatment, the average post-test score of the experimental class is 73.81. So it can be concluded that there is a significant result of the experimental class of 21.02. Meanwhile, the significant result of the control class was 4.16. The running dictation learning method has a significant effect on improving the writing of tenth grade students of SMKS AL-FAJAR SIBUHUAN. The results of the experimental class hypothesis test using the t-test showed that the T value of 7.879 when compared to the Ttable at a significant level of 5% or 0.05 with the degree of freedom (dk) = 36 was 1.68. Based on this data,  $T_{\text{cal}}$  is greater than  $T_{\text{table}}$  or ( $7,879 > 1.68$ ), so  $H_a$  is accepted and  $H_o$  is rejected. This shows that the methods applied have a significant influence on improving students' abilities. The results of the control class hypothesis test using the t-test showed that the T value of 4.431 when compared with the Ttable at a significant level of 5% or 0.05 with the degree of freedom (dk) = 36 was 1.68. Based on this data,  $T_{\text{count}}$  is greater than  $T_{\text{table}}$  or ( $4,341 > 1.68$ ), so  $H_a$  is accepted and  $H_o$  is rejected. It can be concluded that there is a significant influence on the influence of the Running Dictation Technique on the ability to write Texas Recount Tenth grade students of SMKS AL-FAJAR SIBUHUAN.

Fajar Sibuhuan. Keywords: Running Dictation Technique, Recount Text Writing.

## CONCLUSION AND SUGGESTIONS

This study uses descriptive statistical data analysis techniques with normality tests and homogeneity tests, as well as hypothesis testing using the T-test. (2-tailed) of 0.000. This value is less than  $\alpha = 0.05$ . Thus, there was a significant difference in student learning outcomes in the experimental class using the running dictation method with the control class that did not receive special treatment. In addition, the results of the data analysis, the average post-test score of the experimental class was 1,446, and the control class was 3,397. This shows that the post-test scores of students of the experimental class are higher than the post-test scores of the control class. This shows that the use of the dictation method has a positive and significant or effective effect on the writing ability of grade X students of SMKS Al- To implement English writing effectively and make students more interested and motivated in learning English.

- a. In order to apply the Dictation Method in Teaching Writing Skills and Activities in the English learning process, especially in students' writing skills.
- b. For the Principal, in the learning process at school and for the principal to convey to teachers to know the problems of students so that an effective learning process can be achieved.

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- Arifin, N. (2020). *Pemikiran Pendidikan John Dewey*. As-Syar'i: Jurnal Bimbingan & Konseling Keluarga, 2(2), 168-183.
- Arikunto (2013: 211) *says that: Validity is a measure that shows the levels of validity or validity of an instrument. A valid or valid instrument has high validity.*
- Creswell (2013) *states that experimental design is quantitative research that determines whether participants are influenced by certain actions or information.*
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- Dalman (2015:4) *"Writing is a process of conveying thoughts" dreams, feelings in the form of meaningful symbols/signs"*
- Donald Ary, et al. (2014: 7) *stated that a hypothesis is a statement that describes the relationship between constructs as the expected answer to a research question.*
- House, et al. (2011). *Using dictation to develop pupil's listening and writing skill (handbook)*. Hongkong: Education Bureau.
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- Hess, N. (2001). *Teaching large multilevel classes*. Cambridge: Cambridge University Press
- Harinaldi (2005, p. 2) *a sample is a portion of a population.*
- Hess (Wangge & Timu, 2020) *Running Dictation is a strategy (in learning) where students*

*work in groups to dictate sentences, with several people in each group as runners and writers.*

John Dewey (2020), *education is a process of forming fundamental fundamental abilities*

Maulana, M. R., Hanafi, S., & Atikah, C. (2023). *EFEKTIVITAS MEDIA PEMBELAJARAN BAHASA INGGRIS BERBASIS PADLET PADA MATERI RECOUNT TEXT*. JTPPM (Jurnal Teknologi Pendidikan dan Pembelajaran): Edutech and Instructional Research Journal, 10(1).

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Olayemi (2017: 44) *variables are properties that take different values when circumstances and situations change. A variable can be thought of as an operationalized construct or a specific property that the researcher is interested in.*

Rahman, Taufiqur. *Teks dalam kajian struktur dan kebahasaan*. CV. Pilar Nusantara, 2017:13.

Ratmaningsih (2019) *English learning in Indonesia aims to: Language learners are able to communicate with speakers of that language and also learn English*

Syafril and Zelhendri Zen (2017), *"Education is guidance given by adults to children to reach maturity in their development."*

Sugiyono (2016: 72) *"Experimental research methods are methods used to find the effect of certain treatments on others under controlled conditions"*.

Sugiyono, (2017: 81) *the sample is part of the population that is the source of data in the study, where the population is part of the number of characteristics possessed by the population.*

Sri Ramayani, *The Effect Of Running Dictation Model On Students' Writing Advertisement Text Ability At The Tenth Grade Students Of Sma Negeri 5 Padangsidempuan*. Vol. 2. No.2, Juni 2019. ISSN 2620-5599

Silaban (2017) in Hayati, et al. *stated that basically writing is not only in the form of giving birth to thoughts or feelings, but also the expression of ideas, knowledge, knowledge, and one's life experience in written language.*

Tarigan (2013:3-4), a writer morsey, 1978:122 (in Tarigan 2013:4) *"Writing is used, reported or informed, and influences, and such intentions and purposes can only be achieved well*

*by those who can compose their minds and express clearly, this clarity depends on the thought, organization, use of words, and sentence structure"*

Weigle (2007: 182) *states three advantages of using scoring rubric to assess writing; first, the students can be given the rubric in advance and are made aware of what the criteria are on which their writing will be judged*

Zaim (2016) *in the concept of language learning, there are four skills language that must be mastered by a language learner, namely speaking skills, listening skills, reading skills, and writing skills*