

AN ANALYSIS OF USING RUNNING DICTATION IN TEACHING SPEAKING

AT THE FIRST GRADE OF SMK 4 MUHAMMADIYAH BANDUNG

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sarjanapendidikan degree

A RESEACH PAPER



By:

SITI MARIAM MUNAWAROH

12220215

**ENGLISH EDUCATION STUDY PROGRAM LANGUAGE AND ARTS
DEPARTMENT STKIP SILIWANGI BANDUNG**

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STATEMENT

I hereby certify that this researcher paper entitled "**AN ANALISYS OF USING RUNNING DICTATION IN TEACHING SPEAKING AT THE FIRST GRADE OF SMKMUHAMMADIYAH 4 BANDUNG**" is completely my own work, except where due references are made in the text and that contains no material which has been submitted for the awards of any other Degree of Sarjana in any University or Institution. I am fully aware that I have cited some statements and ideas from many sources, and all the citations are properly acknowledge. If any claims related to this paper persist in the future I will be fully responsible for clarifications.

Cimahi, Augustus 2016

Siti Mariam M

APPROVAL SHEET

**AN ANALYSIS OF USING RUNNING DICTATION IN
TEACHING SPEAKING**

AT THE FIRST GRADE OF SMK 4 MUHAMMADIYAH BANDUNG



By:

**Siti Mariam M
Reg. No: 12220179**

Approved by:

Supervisor I,

Supervisor II,

Mundriyah Y Pamungkas, S.Ip, M.Ed
NIDN: 0419085001

Ningtyas Orilina A, S.Pd, M.Pd
NIDN: 0402018602

Acknowledged by:

Head of English Education Study Program

Dasep Suprijadi, S. PD., M. Pd
NIDN: 0416107103

APPROVAL SHEET

AN ANALISYS OF USING RUNNING DICTATION IN TEACHING SPEAKING AT FIRST GRADE OF SMKMUHAMMADIYAH 4 BANDUNG



By:

**Siti Mariam M
Reg. No: 12220115**

Approved by:

Supervisor I,

Supervisor II,

Mundriyah Y Pamungkas, S.Ip, M.Ed
NIDN: 0419085001

Ningtyas Orlina A, S.Pd, M.Pd
NIDN: 0424098701

Abstract

Many students have problems in speaking English ability. For that reasons one of techniques that could be applied is running dictation technique. Running dictation is expected to be appropriate activity in which students could use their English ability and have to opportunity to practice and develop their communication skill. Research entitled” An analysis of using running dictation in teaching speaking at the first grade of SMK 4 BANDUNG” is aimed to examine how Running Dictation could improve students speaking ability. The data were gathered from the need analysis. This study used qualitative research for research design. The data were collected by using observation, interview and questionnaire for instrument. Some of the problems probably the appropriate use of technique and method in the teaching learning process should be considered properly. Especially the use of techniques which should students to be more active and encourage in expressing their idea orally. The result of observation, shows that most of the students are very active and have good responsibility in learning process. The use of Running Dictation technique also encourage them to speak English when they study English lesson in class. The result of questionnaire, indicated that most of the students give answer that Running Dictation helped them in learning speaking. The result of interview, shows that most of the students answer that Running Dictation was assisted in learning speaking and make them enjoy in their learning activity. It can be concluded that Running Dictation technique is considered as one of appropriate technique teaching speaking.

Key word: *Speaking, Running Dictation*

PREFACE

All praise and thanks to God that always guides and give all the best to the writer during working for this research, until the research is complete do the research paper entitled ***AN ANALISYS OF USING RUNNING DICTATION IN TEACHING SPEAKING AT THE FIRST GRADE OG SMK MUHAMMADIYAH 4 BANDUNG.*** Is submitted to fulfill one of the requirements for the SarjanaPendidikan Degree in English Education Study Program, of the SekolahTinggiKeguruandanIlmuPendidikan(STKIP) Siliwangi Bandung.

The researcher is indebted to her supervisor, Mundriyah Y.P,S.Ip, M.Ed. as the first supervisor and Ningtyas O.A, S.pd, M.pd as the writer's second supervisor. Both of them are very patient in guiding and giving advices to the writer in working this paper. She hopes that the paper will be useful and valuable for those who read it.

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Siti Mariam M

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Siti Mariam M

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CHAPTER 1

INTRODUCTION

This chapter presents some aspects that underline the topic the topic of the research they are background of the research, research question, objective of research, research paper.

1. Background of research

Language has important role as tool of social interaction. Without language the people cannot communicate each other. According to Algeo (2012:2) the language is a system of conventional vocal signs by means of which human beings communicate. The definition has several important terms, each of which is examined in some detail in the following sections. Those terms are system, signs, vocal, conventional, human, and communicate. One of the popular foreign language is English. Almost all aspects in our life such as technology, education, politic and commerce involve English as communication language.

According to Ramelan (1992: 2-3) English as an international language is used to communicate, to strengthen, and to make better relationship. That is why English is very important to be mastered. Referring to the importance of English. Indonesia applies English as a foreign language. It is taught from kindergarten up to university. English is one of the international language and the most widely learned by people in

the world it has an important role as medium of communication in international affairs and educational field. In educational field, where teaching and learning process is going on, language is definitely needed to transfer knowledge. Basically, English has four skills, they are: listening, speaking, reading and listening. From the four of language skills, speaking as key to master the other skills because speaking is considered the fundamental language skill.

According to Brown (1997), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are depended on the context in which it occurs. Including the participants themselves, their collective experiences the physical environment and the purposes for speaking.

Speaking considered as one difficult language skill especially for the students. According to Thornbury (Harmer, 2007:123) means teaching speaking depends on their being a classroom culture of speaking. It is that classroom needs to become 'talking classroom'. The point is in English classroom students that should be familiarized in using English in order to create English environment.

Based on pre observation the at SMK MUHAMMADIYAH 4 BANDUNG, students have problem in English especially in speaking skill. Although, they have enough vocabulary to express their ideas and feelings but they don't know how to say and what should they say them. Therefore, the students cannot improve their

conversation into great communication. The students are lack of practice in speaking skill because most of them are too shy and afraid to take a part in communication. Another factor is the students do not have the interest to the activity in the classroom. The students learning depends upon the effectiveness of teaching technique.

Teaching technique is needed by the teacher in teaching learning process in order to make the students interested on the material given. By using an appropriate technique, the teacher is able to perform well so that the result of the teaching learning are satisfactory. There is a technique that can be used in learning process especially in learning speaking, it is running dictation.

Running dictation is a type of dictation. According to Hess (2001), running dictation is the technique where the students work in group to dictate the sentence, there is runner and the writer in each group. The students as a runner must run to some place where the sentence have been prepared by teacher and back to his/her group to dictate the sentence, then the writer must write down what they heard as accurately as possible.

Based on the advantage of running dictation it seem to be appropriate to use in teaching learning especially teaching speaking because running dictation can be prepared for any level and by practicing and careful speaking to running dictation would be useful later in note taking exercises/activities.

The researcher is interested to do further research entitled “An Analysis of Using Running Dictation In Teaching Speaking at First Grade of SMK MUHAMMADIYAH 4 BANDUNG”.

2. Research Questions

How does running dictation improve students speaking skill at the first grade students of SMK MUHAMMADIYAH 4 BANDUNG?

3. Objective of the Research

This research is aimed to examine how running dictation improve speaking skill at the first grade students of SMK MUHAMMADIYAH 4 BANDUNG.

4. Limitation

There are many ways to teach speaking English, but the writer will focus on the use of running dictation to teach speaking. The study will be created on analyzing the use of Running Dictation at SMK MUHAMMADIYAH 4 BANDUNG.

5. Benefits

There are some benefits to the students, teachers and other researcher:

a. For students

- 1). Students can improve their speaking ability by using different teaching.
- 2). Students can communicate in English through class discussion.

b. For teachers

- 1). Use different techniques in teaching process especially in teaching speaking skill.
- 2). Teacher can apply Running Dictation technique in teaching speaking.
- 3). Teacher can make the class more exciting and active.
- 4). Teacher can be more communicative and flexible with students in teaching learning process.

c. For other researcher

The research can be used as information for the other writers who are also curious with teaching speaking using running dictation technique.

d. Definition of Key Terms

- a. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are depended on the context in which it occurs. Including the participants themselves, their collective experiences the physical environment and the purposes for speaking (Brown 1997).
- b. Running dictation is the technique where the students work in group to dictate the sentence, there is runner and the writer in each group (Hess 2001).

e. Organization of Research Paper

The research is organized into five chapters as follows:

Chapter 1: Introduction

This chapter contains the background of the research, research question, objectives of the research, limitation of the problem, benefits, definition of key terms, and organization of the research paper.

Chapter II: Literature Review

In this chapter the writer reviews several the basic theories of the research related to: teaching, learning, teaching language strategy, speaking , the importance of speaking, teaching speaking, techniques teaching speaking, Running Dictation.

Chapter III: Research Methodology

This chapter provides how the research is conducted. It covers the method of research, procedures for choosing population and sample, procedure for collecting the data, and how the data analyzed.

Chapter IV : Result and Discussion

This chapter recounts the results of the instrument and discussion of the finding.

Chapter V : Conclusion and suggestion

This chapter presents the conclusion and several suggestion of the research based on the analysis in the previous discussion.

CHAPTER II

Literature review

In this chapter the writer will review some important theories related to the study.

There are Theoretical frame work, technique of speaking, and system of evaluation.

A. Theoretical frame work

1. Teaching

a. Definition

Brown (2007:8) argues that teaching is guiding and facilitating learning, argues that enabling the learner to learn, setting the condition for learning. Whereas Whitebread (2001:2) Teaching is done in many ways, for example through explaining ideas, through showing people how tasks can be done, through making and enforcing rules, through giving people the opportunity to see things for themselves, or to discover patterns, or to suffer the consequences of their actions, or through commenting informatively on people performances.

b. Activity

Cooper and Danielson (2010:10) divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility.

1). Planning and preparation

These include demonstrating knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction and assessing student learning.

2). The classroom environment

The consist of creating an environment of respect and rapport among the students and with the teachers, establishing a culture for learning, managing classroom procedures, managing students behavior, and organizing the physical space.

3). Instruction

These include communicating clearly and accurately, using questioning and discussion techniques.

4). Professional responsibilities

These include reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism.

2. Speaking

a. Definition

According to Fulcher (2003:23) speaking is one of language skill which is very important to be mastered by students in order to be a good communicator. Speaking is the verbal use of language to communicate with other. Whereas Brown (2001 : 267) state that speaking is an interactive process of constructing meaning involving producing, receiving and processing information. Based on Bailey (2005:2) speaking is a part of productive skill in English teaching.

So it needs tremendous of practice to be more successful language learners. In short, it can be said that, speaking skill is the ability to produce utterance to express thought and to convey meaning.

b. Aspects of Speaking

The aspects of speaking are significant in order to make a good communication. In other words, it is important to consider speaking aspects in conducting good communication. As it is stated by Harmer (2007:269) that there are some elements of speaking refer to language features and language process when people are communicating, they are follows:

- 1). Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent.

2). Expressive device: speaker of English change the pitch and stress of particular part of utterances, vary volume and speed, and show by other physical and non verbal (paralinguistic) means how they are feeling.

3). Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially the performance of certain language function.

4). Negotiation language: effective speaking benefits from negotiator language we use to seek clarification and to show the structure what we are saying.

Gennerally, there are at least five components of speaking skill concerned, they are: comprehension, grammar, vocabulary, pronunciation and fluency. There is details components of speaking:

1). Pronunciation

According to Hewings (2004:9) pronunciation is feature of speech. That includes many components of speech,with combined together to form a pronunciation of language, such as sound. Syllable, words and intonation.

2). Grammar

According to Brown (2001:36) grammar is a system of rules governing that conventional arrangement and relationship of word in sentence. That understanding grammar is important to avoid misunderstanding of each speaker who speak.

3). Vocabulary

According to Juliansyah (2012:7) vocabulary is the basic building blocks of language.

4). Comprehension

Comprehension is defined as the ability to understand something by reasonable comprehension of the subject as the knowledge of what the situation is really like.

5). Fluency

According to David and Pearce (2005:5) in fluency practice, the learners' attention is on the information they are communicating than on the language itself.

c. The Function of Speaking

According to Brown and Yule (1991), as stated in Richards (2007:2) The functions of speaking are classified into three: they are talk as interaction, talk as transaction, and talk as performance. Below are the clarification of these functions:

a. Talking as interaction

The ability to speak in a natural way is required in order to create good communication. That is why some students sometimes avoid this kind of situation because they often lose words and feel difficulty in presenting a good image of themselves. Moreover, the giving and taking exchanges of information will

enable them to create discourses that convey their intention in real-life communication.

b. Talking as transaction

This type of speaking refers to situations where the focus is on what is said or done. There are two types of talking as transaction. One is a situation where the focus is on giving and receiving information and where the participation focus is primarily on what is said or achieved. The second type is transaction which focuses on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning.

c. Talking as performance

This refers to public speaking. It is the talk which transmits information before an audience such as morning talk, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture.

d. Teaching Speaking

According to Bailey (2005:2) Speaking can be defined as the productive and oral skill which consists of producing systematic verbal utterances to convey meaning. It means teaching speaking is not only asking the student to produce sound. In teaching

speaking, the learners not only know how to produce specific point of language such as grammar, vocabulary, or pronunciation, but also they have to understand when, why, what way to produce the language. According to Brown (2007:8) teaching is guiding and facilitating learning, enabling the learner to learn setting the conditions for learning.

Whereas Nunan (2003: 48) teaching speaking is sometimes considered as a simple process of commercial language school around the world, which people with no training to teach conversation. Although speaking is total natural, speaking in a language other than our own is anything but simple. According to Luoma (2004:1) speaking skills are an important part of curriculum in language teaching, and this makes them an important object of assessment as well. Hughes (2002:143) also stated that speaking has for a long time played a special role in language education and applied linguistic theory beyond what might be simply regarded as teaching speaking.

It explains when the teacher purposed to teach speaking, teacher should choose the appropriate words, using the right tones, stress and sound patterns, depend on every situation so that misunderstanding will be avoided. The effectiveness of teaching speaking does not only come from internal aspects of the students but also influenced by external factor.

e. Type of Speaking

The most of important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have.

According to Brown (2001: 271) there are two types of speaking namely monologue and dialogue. Monologue is one of form communication performed by one person, while another stop speaking and executes listening. Monologue is divided into two parts. First, planned monologue it has little redundancy such as speeches, oral reports or summaries. Second, unplanned monologue, it has more redundancy such as impromptu lectures. Furthermore, dialogue is kind of communication carried out by two person or more, one plays as the speakers and another as an interlocutor. Whereas Riddell (2001:117) there are the various kinds of activities that can be implemented by teacher in order to simulate students to speak. Those are ranking, ballon debate, debates, describing visual, role-play students talk, and discussion.

Menhile Thornbury (2005:15) also stated that various dimensions of dialogue in order to describe different speaking genres, transactional and interpersonal function. Transactional function has as its main purpose conveying factual information and facilitating the exchange of goods and services.

f. Technique of Teaching Speaking

a. Definition

Technique are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well (Brown, 1994: 48)

Technique of teaching speaking is different from teaching writing, reading or listening because the goals in teaching speaking is to make students actively communicate and spontaneously respond what the partner says. According to brown (2001), they are principles for designing speaking techniques to make appropriate technique in teaching speaking:

- 1). Technique should cover learner need, from language based focus on accuracy to message based focus on interaction, meaning and fluency.
- 2). Techniques should encourage the use of authentic language in meaningful context.
- 3). Techniques should be intrinsically motivating.
- 4). Capitalize on the natural link between speaking and listening.
- 5). Provide appropriate feedback and correction.
- 6). Give students opportunities to initiate oral communication.
- 7). Encourage the development of speaking strategies.

3. Running Dictation

A. Definition of Running Dictation

According to Milne (2014:1) Running Dictation is a well established ESL/EFL activity which is somewhat different from the teacher fronted model that you may have in mind, and far more engaging. According to Esti (2012) Running Dictation is the game in which students work in group. Running Dictation focuses on speaking, listening, reading, speaking, and writing. Whereas Newton and Nation (2009:62) running dictation is included as one of a variations of dictation

So, Running Dictation is a game for students in work in group focus on speaking, listening, reading, and writing.

B. Procedure

In preparation for the activity, the teacher needs to find and copy a text that is of a suitable level for the class. Make sure the text deals with content the students are familiar with. For ESL students, this is not the time to introduce new vocabulary or grammatical structures. The procedure of running dictation are:

- 1). Divide the class up into groups of 4 or 5, with one student being the designated writer. You also need a runner or alternatively, the other students in the group can take turns at being the runner.

- 2). Pin up around the classroom walls (or outside in the hallway) as many copies of the chosen text as you have groups of students.
- 3). When you tell the students to start, a runner from each table group goes up to their sheet of paper and tries to memorize as much of the text as he or she can, before running back to their table and dictating the text to the writer. It is important to the runner dictates and does not write, for the activity to work. Then, when the writer has finished writing that sentence, a runner from the group runs to the text, and read, and remembers the next chunk of the text to bring back to the table.
- 4). Once all the sections of the text have been dictated, the members of the group confer to check the final version of their text for accuracy of grammar, spelling and punctuation.
- 5). The winner can be either the first group finished or the most accurate group, depending on the purpose the activity, time of year, etc.

C. Advantages of Running Dictation

According to Milne (2014:1) the advantages of running dictation are:

1. It can easily be transferred from the ESL to the literacy classroom where it is students-centered nature, and appeal to students with a variety of learning styles means it is often very successful.
2. It is a time-tested activity with proven value.
3. It can easily be made engaging, meaningful, and relevant to the students.

4. It is very easy to adjust the level of difficulty up or down.

D. Disadvantages of Running Dictation

According to Milne (2014: 2) running dictation makes student activity is tired in class and it can be a very low preparation activity.

Based on the advantage of running dictation above, running dictation is appropriate to use in teaching learning can help develop all four language skill and galvanizes a sleepy class because running dictation can be prepared for any level and by practicing in careful teaching speaking to running dictation would be useful later in note taking exercise/activities for instance speaking to teacher.

B. Previous Study

Previous study consists of some researches which have similar topic. There are some previous study related with the application of running dictation technique in the area of language learning. The description of the previous research findings are as the following:

1. Wati (2013) conducted a research entitled “efektivitas pendekatan content and language integrated learning melalui running dictation untuk meningkatkan hasil belajar dan keterampilan berkomunikasi lisan siswa sekolah bilingual”. This study shows that running dictation can improve students speaking ability in communication during teaching and learning process because running dictation is such a fun activity so the students can avoid their boredom during class. The total

number of participants was 33 students based on the finding of the research, she concluded that running dictation improved students' speaking skill better. the factors effected the improvements are activation of students, background of knowledge, controversial topic, working in group and the implementation of the running dictation it self.

2. Isna (2013) conducted a reseach entilted " THE EFFECT OF USING RUNNING DICTATION GAME ON THE STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR OF SMPN 1 POGALAN TRENGGALEK". Stating that was to field out wether or not using running dictation technique was affective to increase the speaking ability. The reseach used was qualitative methode. The populations of this reseach is students of SMP 1 POGALAN TRENGGALEK in academic year 2012-2013. The instruments of this research are observation and interview. The result of the data analysis showed: from observation the students was following activity and fun for doing it. The result from interview was effective to increas the students' speaking ability.
3. Aftina (2012) conducted a reseach entilted " THE SPEAKING ABILITY OF TENTH GRADE STUDENTS OF SMA N 2 KUDUS TAUGHT BY USING RUNNING DICTATION IN THE ACADEMIC YEAR 2012/2013". This study tired to improve the students' speaking ability by applying running dictation. This study was conducted. this study was conducted in one class of X-7 students at SMA N 2 KUDUS with 28 participant. The participant were low in speaking ability. Moreover, their mastery of vocabularies, and grammatical structure were

also very limited. The reseach used two instruments there are observation and interview. The result of observation showed that 25% of the students got the target score. However, in the second meeting, the number is increas to be 40% and the third meeting become 100% of the students got the target score, even there were some students who got the score more than the target score. Hence, it could be concluded that running dictation can improve the students' speaking ability and their confidence.

Based on the research above, running dictation technique can influence the students' motivation to speak better, and more effective than speaking without running dictation bacause running dictation can be an activity where the students interact either as themselves or as other characters in imaginary situations.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with Research Design, Research Method, Population and Sample, Instruments, Data Collection Techniques, and Data Analysis.

A. Research Design

Tavacoli (2012: 546) defines a research design as the arrangement of conditions for collecting and analysis for data in a manner that aims to combine relevance to the research purpose.

According to Tavacoli (2012) in Kaswan and Suprijadi (2013) The research design can be classified into three broad research categories, there are: first Qualitative research design, second Quantitative research design, and third Mixed methods research designs.

According to Crawl (1996:10) Qualitative research are use to examine question that can be best answered by verbally describing how participants in a study perceive and interpret various aspects of their environment.

Based on those explanations, qualitative research design is one of the three board research design, because researcher used analysis to research. The subject in this research is first grade of students at SMK MUHAMMADIYAH 4 BANDUNG. This research design is qualitative method.

B. Research Method

Research methodology is the important elements of a research. Whereas Singh (2007) method is a style of conducting a research work which is determined by the nature of the problem. It helps the researcher in investigating the problems and show how the study will be set up in order that the writers question will be answered and relationship will be observed. The method of this research is descriptive method by using qualitative approach.

C. Instrument of Research

According to Convert (2007:5) An instrument is a mechanism for measuring phenomena which used to gathered and record information for assessment, decision making, and ultimately understanding.

The conducting this study, the authors used three instruments to first grade students at SMK MUHAMMADIYAH 4 BANDUNG. There are observation, interview and questionnaire.

D. Subject of the Research

The research was conducted at SMK MUHAMMADIYAH 4 BANDUNG Cibabat – Cimahi. This school crasist of office administration major and computer operator. English subject is taught two hours in a week. The students do not have

more time practice to learn English and speak English. The subject in this research is the students first grade of SMK MUHAMMADIYAH 4 BANDUNG.

E. Data Collection

As the procedure to researching, the writer begins the research with collecting the data. In this point, the writer take some steps. The steps areas follow:

1. Observation

According to Schoenfeld (2012:5) observation is a systematic and accurate research technique. It is collecting data technique where an observer uses direct observation to the object observed. It is an activity of a living being, such as human, consisting of receiving knowledge of the outside world though the senses, or the recording, of data using scientific instrument. The observation was carried out in classroom to know the process of teaching speaking using “Running Dictation” technique. This students focus the process, interaction between teacher and students, teacher role and etc. therefore, the writers role is just as observer who observer the process at the classroom.

The instrument was used to observe how each individual contribute in the teaching and learning activity. The indicator observed were the students:

Table 3.1**Rubric of observation**

No	The observed indicator of the students	Score
1	Responsibility during the learning activity	1-5
2	Response to the given materials by using running dictation technique	1-5
3	Activeness in the learning activity	1-5
4	Honesty in doing the assignment and classroom task	1-5

Schoenfeld (2012:5)**Responsibility during the learning activity**

Rubric	Score
The learners did not show a responsible attitude in conducting activities during the learning process	1
The learners are already trying to be responsible in conducting activities during the learning process but not yet consistent	2
The learners are already trying to be responsible in conducting activities during the activity and fairly consistent	3
The learners are already trying to be responsible in conducting activities during the learning process and consistent	4
The learners are already trying to be responsible in conducting activities during the learning process and very consistent	5

Response to the given material by using Running Dictation technique

Rubric	Score
The learners did not try to pay attention and understand about the material given by the teacher	1
The learners are already trying to pay attention on the material provide by the teacher but they still find it difficult to understand the material	2
The learners are already trying to pay attention and understand the material given by the teacher	3
The learners are already trying to pay attention and understand the material given by the teacher and dare to ask about the material unclear	4
The learners are already trying to pay attention and understand the material given by the teacher and dare to ask about the material that is not yet clear, and also to comment or confirm the matter of teacher who lack proper	5

Activeness in the learning activity

Rubric	Score
The learners only the classroom and did not show any enthusiasm to take part in classroom	1
The learners already paid enough attention to the material presented and tried to follow the activities of teacher in the classroom with sufficient vigor	2
The learners with enthusiastic attention to the material presented and the teacher to follow the activities in the classroom with the spirit	3
Enthusiastic learners with attention to material that conveyed by teacher and dared to ask about the material that is not clear and is able to follow the activities in the classroom in high spirit	4
The learners with enthusiastic attention to the material presented and the teacher dared to ask about the material also unclear refute or confirm the material is less precise when the teacher to communicate and be able to follow the activities in the classroom in high spirit	5

Honesty in doing the assignments and classroom task

Rubric	Score
The learners are not honest in doing in the classroom and no willingness to work on a job and are not confident in the results of its work	1
The learners are not honest in doing in the classroom but already there is the willingness to work on a job, although still in a way that is not appropriate because he was not confident with the results of his work in a way cheating the work of a friend	2
The learners honest in doing in the classroom and the exiting willingness to work on a job, but less feel confident in the results of its work	3
The learners honest in doing in the classroom and the exiting willingness to work on a job and are confident and feel confident in the results of its work	4
The learners honest in doing in the classroom and it is no sincerity to work on a job and are confident and feel confident in the results of his duties so that he dared to describe the task assigned to other learners who do not understand and dared to read the results of its work in the classroom with the same	5

Schonfeld (2012:5)

2. Interview

Interview is oral question to obtain information from the interview. The interview was pointed to students at first grade senior high school at SMK MUHAMMADIYAH 4 BANDUNG. According to Kaswan and Suprijadi (2013:58)

interview is data collection method in which a reasecher and participants engage in a conversation focused on questions related to a research study. It was carried out by asking their responses to “ Running Dictation” technique by choosing three students based on their rank achievement in the highest, middle and lowest. It was used before conducting the reserch to see if the problem existed or not. The purpose of doing interview was to know about students ability especially in speaking skill. Therefore, writer could analyze how to conduct the research based on the interview. Each option was represented a point value as describe bellow:

Table 3.2

Interview

No	Question
1	Do you like English lesson?
2	Do you think it difficult to learn speaking?
3	Do you think of the four elements of speaking which are the most difficult?
4	Do you think the running dictation technique to assist in learning speaking?
5	Whether running dictation makes you boring in the learning process?

3. Questionnaire

According to Creswell (2008) questionnaire was choosen bacause it can be given to all respondents at the same time. Although they are often designed for statistical analysis of the responses, this is not always the case. The questionnaire was proposed to first grade senior high school at SMK MUHAMMADIYAH 4 BANDUNG. It is intended to obtain students, thirty two students at grade. They are teen question which consist of two oftions in each number. The students could choose option “yes/no”

based on their opinion about those questions. The students answer are crucial to declare if running dictation technique could improve students ability in speaking. Then, each option was represented a point value as describe bellow:

Table 3.3
Questionnaire

No	Question
1	Whether learning English is very important?
2	If you have difficulties in leaning English?
3	If you have difficulties in learning English vocabulary?
4	If you have difficulty speaking English in the classroom?
5	If you feel hesitant when going to explain the material in English?
6	It necessary running dictation technique used for teaching speaking?
7	Whether running dictation fun for you?
8	If you helped in learning speaking through running dictation technique?
9	Whether running dictation can help you more effectively during the learning process?
10	Wether running dictation technique boring for you?

Acharya (2010:7)

F. Data Analysis

Data analysis aims to process data for further analyzing on research to obtain the result from data. There are some steps that will be used by the writer in analyzing data. The test were analyzed and segmented into themes were identified and coded designed for qualitative data analysis.

According to Miles and Hubberman in Sugiyono (2010: 83) stated there are three step in analyzing data which is consist of data reduction, data display, and conclusion drawing/ verification.

1. Data Reduction

The writer collects the data from the source through observation, interview and questionnaire. There is a large number of data collected, so the writer must reduce the data to take cores and important data, choosing categories, and throwing the useless data. The most data taken is data about the process of “ Running Dictation” technique and improvement to speaking skills.

2. Data Display

Data display is gained after the reduction in the previous step. Then, data can be classified as a primary data and it can be mad a reference as a new theory. By displaying the data is easier to understand something happened in the field, and planning next work based on what we have comprehend.

3. Conclusion Drawing/ verification

The last step, the writer would find the literature as formulated in research question. If the research question relevant with the purpose mean that this research is really valid, relevant and credible data.

G. Procedures of Research

This research was conducted in October 2015 at SMK MUHAMMADIYAH 4 BANDUNG. In order to get and analyze data, the writer used descriptive (qualitative) method. As the participants the writer took the first grade of SMK

MUHAMMADIYAH 4 BANDUNG that consist of 28 students. The writer used collecting data of students in using running dictation as instrument.

The research procedure in this research are:

1. Formulating the problem.
2. Determining the title.
3. Determining the methodology, which include: determining in aspect research design, population and sample.
4. Developing instrument there are: first step is observation, the second is questionnaire and last step is interview.
5. Formulating the conclusions and suggestion.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the result of the research and discussion of the research. This chapter will discuss research finding.

A. RESULT

The data relating to students' perception of the use of running dictation technique were gathered through observation, questionnaire and interview.

1. Result of observation

The first step to collect the data is observation which was done to the students.

Based on the observation list, there are five indicators as it is shown at table 4.1 below.

Table 4.1

Observation

No	The observed indicator of the students	Score
1	Responsibility during the learning activity	1-5
2	Response to the given materials by using running dictation technique	1-5
3	Activeness in the learning activity	1-5
4	Honesty in doing the assignment and classroom task	1-5

Schonfield (2012:5)

Table 4.2
Result of observation

No	Name	Indicator 1	Indicator 2	Indicator 3	Indicator 4
1	Students 1	3	3	2	3
2	Students 2	4	3	3	4
3	Students 3	3	4	4	3
4	Students 4	4	4	3	3
5	Students 5	2	2	2	3
6	Students 6	4	4	4	5
7	Students 7	4	4	4	4
8	Students 8	5	5	4	5
9	Students 9	5	4	4	5
10	Students 10	5	5	4	5
11	Students 11	3	3	3	3
12	Students 12	3	3	3	3
13	Students 13	3	2	3	3
14	Students 14	3	3	3	3
15	Students 15	2	3	3	3
16	Students 16	3	4	4	4
17	Students 17	4	3	4	4
18	Students 18	4	4	4	4
19	Students 19	4	4	4	4
20	Students 20	4	3	4	4
21	Students 21	3	3	3	3
22	Students 22	4	3	4	3
23	Students 23	2	2	3	3
	Σ	81	78	79	84

Based on the table detail the result of observation there is:

Very poor = 23-41

Poor = 42-60

Good = 61-79

Very good = 80-98

The results of the observation from indicator one until indicator four are during the learning activity. From indicator one it is shows that the terponse most of the students responsibility during the learning activity is very good, only very fiew had low responsibiliyt the most of the students had mid to high responsibility, only very

few had low responsibility. For indicator two the teacher gave the material to be done by using Running Dictation. Whereas only a few was done not seriously, the students was good to response of material. Indicator three showed the activeness of students in the learning activity from the observation list, it can be seen that most of the students had good activeness in applying the running dictation technique, that is most of the students tried to be active in speaking and delivering the reading text to their friends. Indicator four is honesty in doing the assignments and classroom task. It can be explained that the students had moderate until very good attitude to try to be honest in doing the assignmnt.

2. Result of questionnaire

The second step to collect the data is questionnaire which was given to students. The following are the questionnaire and the result:

Table 4.3

Questionnaire

No	Question
1	Whether learning English is very important?
2	If you have difficulties in leaning English?
3	If you have difficulties in learning English vocabulary?
4	If you have difficulty speaking English in the classroom?
5	If you feel hesitant when going to explain the material in English?
6	If necessary running dictation technique to be used for teaching speaking?
7	Whether running dictation fun for you?
8	If you helped in learning speaking through running dictation technique?
9	Whether running dictation can help you more effectively during the learning process?
10	Wether running dictation technique boring for you?

Acharya (2010:7)

Table 4.4**The results of questionnaire**

NO	Student no	Question									
		1	2	3	4	5	6	7	8	9	10
1	Student 1	yes	Yes	Yes	Yes	No	Yes	Yes	yes	Yes	No
2	Student 2	yes	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	No
3	Student 3	yes	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	No
4	Student 4	yes	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	No
5	Student 5	yes	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	No
6	Student 6	yes	Yes	Yes	Yes	No	Yes	Yes	yes	Yes	No
7	Student 7	yes	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	No
8	Student 8	yes	Yes	Yes	Yes	No	Yes	Yes	yes	Yes	No
9	Student 9	yes	Yes	Yes	Yes	No	Yes	Yes	yes	Yes	No
10	Student 10	yes	Yes	No	Yes	No	Yes	Yes	yes	Yes	No
11	Student 11	yes	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	No
12	Student 12	yes	Yes	Yes	Yes	No	Yes	Yes	yes	Yes	No
13	Student 13	yes	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	No
14	Student 14	yes	Yes	Yes	Yes	Yes	Yes	yes	yes	Yes	No
15	Student 15	yes	Yes	Yes	Yes	Yes	Yes	yes	yes	Yes	No
16	Student 16	yes	Yes	Yes	Yes	No	Yes	yes	yes	Yes	No
17	Student 17	yes	Yes	Yes	Yes	No	Yes	yes	yes	Yes	No
18	Student 18	yes	Yes	Yes	Yes	No	Yes	yes	yes	Yes	No
19	Student 19	yes	Yes	Yes	Yes	Yes	Yes	yes	yes	Yes	No
20	Student 20	yes	Yes	Yes	Yes	Yes	Yes	yes	yes	Yes	No
21	Student 21	Yes	Yes	Yes	Yes	No	Yes	yes	yes	Yes	No
22	Student 22	yes	Yes	Yes	Yes	No	Yes	yes	yes	Yes	No
23	Student 23	yes	Yes	Yes	Yes	Yes	Yes	yes	yes	Yes	No

Based on the table the result of questionnaire shows that for question number one all students that important for learning English. For question number two all students said that learning English is difficult for them. For question number three most of the students responded that learning English vocabulary is diffilculties for them but one of them said that learning English vocabulary is easy. For question number four all students answered that speaking English in the classroom is

difficulties. For question number five the students a half said that they hesitate when giving explain to the material in English, but less than of students do not hesitate more that a half of to explain the material in English. For question numbet six all students expressed that running dictation technique to be used for teaching speaking is necessary. For question number seven all students responded that they have fun in doing running dictation technique. For question number eight all students answered that they are helped in learning speaking through running dictation technique. For question number nine all students said that running dictation can help them more effectively during the learning process. And for the last question all students expressed that running dictation technique is not boring for them.

3. Result of interview

The last step for instrument is interview. In this instrument I was interview to 9 students. The following are the result of interview.

Table 4.5

Interview

No	Question
1	What do you think about Running Dictation technique?
2	Do you think it is difficult to learn speaking?
3	If so which of the elements(grammar, vocabulary, pronunciation, fluency) is the most difficult?
4	Do you think the running dictation technique can assist in learning speaking?
5	Explain by your own words impression about the Running Dictation technique?

After the data is analyzed, it shows that the answer for question number one all students like Running Dictation technique because it fun and make them active to get involved in learning. For question number two, four from nine students answered that learning speaking is difficult and five from of them answered learning speaking is easy. For question number three, four from nine students give answer pronunciation is very difficult and five of them answered grammar is very difficult. For question number four, all students felt the running dictation technique can assist them in learning speaking. And the last question all students felt that the running dictation was not boring in the learning process.

B. Discussion

From pre observation done at SMKM 4 Bandung, it showed students had problem in English especially in speaking skill. The students lack of practice in speaking skill because most of them are too shy and afraid to take part in communication. Another factor is the students do not have interest to the activity in the classroom. the students learning depends upon the effectiveness of teaching technique. Variation of teaching technique is needed by the teacher in teaching learning process in order to make the students interested on the material given. The objective of this research is to knowing whether running dictation technique is effective to improve students speaking skill.

The result of observation most of students give responsibility for the learning activity. The result of questionnaire most of students give answered that running dictation was helped in learning speaking. And the result of interview most of students expressed that running dictation was assisted in learning speaking and make them enjoy for learning activity.

Based on the students' response is because most students find that running dictation technique is enjoyable. This reason leads to better attention in learning and stimulate them to participate in activities. But the problem that they faced mostly is poor of pronunciation and grammar. In the early stages of the Running Dictation the students were uncomfortable and uncertain. In doing the technique this led to initial lapses of silence, but soon they began helping one another to decide who should speak. Towards the end, their had more confidant and they began prompting each other with ideas.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. The conclusion and suggestion are presented based on what have been found and discussed in the previous chapter.

A. CONCLUSIONS.

The result from all related to students' perception towards running dictation technique, the positive perception are obtained. Students perceive that running dictation is likely to influence their positive attitude with their temmate in learning activity, facilitate learning goals and to provide learning experiences. The students stated it really motivates them and make the learning atmosphere be more fun and lighten up. The students also stated that running dictation helps them in understanding the material especially speaking material. Moreover, they believe that running dictation assist them to develop their speaking skills.

B. SUGGESTION

Based on the conclusion, the researcher would like to give some suggestion associated with the teaching speaking.

1. For students

Some students might consider English s a difficult subject if there is no motivation to learn. The students should encourage themselves to learn more,to ask more, and to know more.

2. For English teachers

It is important for the teacher to use interesting technique, such as running dictation, so teh students will be attracted in joining the leson. This research discusses students' perception towards running dictation technique wether it is really affect them in their way of learning or not.

3. Other reseachers

It is suggested that running dictation technique can also be applied in other skills, such as reading, writing and listening. Applying an appropriate medium, techniques and methods in English class in the way to reach the intruotional goal and create a fun and exciting atmosphere so English class would never felt bored or uninterested.

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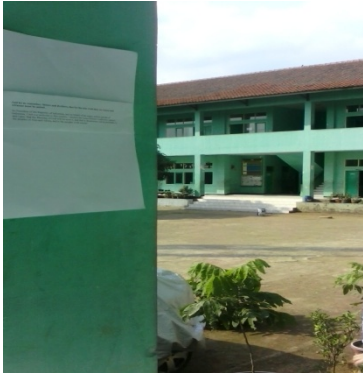
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DOCUMENTATION



AUTOBIOGRAPHY



The writer's name is Siti Mariam Munawaroh. She was born on 10th Februari 1992 in Cipongkor, West Bandung. She is fiveth of fiveth in her familly.

She started her study at SDN 3 Cipongkor completed in 2004. In the same years, she attended SMP Negri 1 Cililin to continue her study. Soon after graduation from junior high school in 2007, she studied software engineering at MA Negri Cililin and graduate in the third years. In 2012 she continued her study in English Education Study Program at STKIP Siliwangi Bandung.