

CHAPTER I

INTRODUCTION

This chapter presents a brief description of the partial content of the research included the background of the research, research questions, limitation of the research, objectives of the research, significance of the research, clarification of key terms, and organization of the research paper.

A. Background of the Research

In this technological era, many literacy media that supply studying substances in Indonesian and English that can supply high enthusiasm for readers and can be accessed easily for everyone, especially for the students. The capacity to study in English is required for students to receive information about the knowledge that is not solely acquired in the school. According to Patel & Jain (2008), reading is a more substantial and profitable activity when compared to speaking or writing because it can provide pleasure and benefits for the reader.

Reading can provide many benefits. However, many students have difficulty in reading language texts. According to Kadir (2011), reading difficulties primarily occur because English text material combines linguistic and cognitive abilities. Therefore, when students' reading an English text, it is different from the language that students use daily. In line with Kadir, Sinta (2018) states that students have difficulty reading due to limited vocabulary, grammar, lack of background knowledge of English, and poor reading strategies. According to Sari (2017), students faced difficulties while reading because they cannot display reading at their

high-level expectations, so they experience serious problems, for instance, anxiety, and depression while learning at school. In other words, students usually claimed they do not succeed in academic learning.

Sutarsyah (2013) categorizes two factors that influence students in reading interest, including internal factors such as background experience, language skills, thinking, feelings, abilities, and goals of reading. The external factors come from the text read and physical factors, apart from all that of course student's motivation represents the primary reason for students because students have diverse interests from reading.

Students' difficulties in reading become a challenge for English teachers to provide a suitable approach to solve the problem. One of the solutions is using contextual teaching and learning through running dictation. Contextual teaching and learning is assumed as an alternative approach to learning where students as subjects and not as learning objects (Laila, 2019). Contextual teaching and learning is an approach that connects subject matter with students' experiences with the real world outside the classroom (Azizah, 2018). One of the types of contextual teaching and learning is running dictation. Running dictation is a fun technique that can be applied in English classrooms that can make students enjoy and feel excited about the learning process.

According to Agustiani & Baturaja (2020), running dictation is suitable for learning to listening, writing, speaking, and reading because it can present fun activities for students. Running dictation can be used by teachers in the classroom with a small number of students to pair up or with a large number of students to

make a group pair, and students can work together with each other (Sofyan et al, 2016). The students are made into groups of pairs; one of them must run towards the text that the teacher has posted, and they must remember as much as possible the vocabulary students' then report to the author to note it back. This activity will continue until the command is fulfilled (Milne, 2014). This evidence is in line with Aini (2015); Malikhah (2019); & Anggraini (2019) who had applied this running dictation technique in their research, and they evaluated that Running Dictation was effective for teaching writing, listening, and speaking. However, there are not many research results using running dictation in reading class especially in reading comprehension.

The technique is called "Running Dictation" is fairly easy to prepare, explain, set up, and it is very adaptable. This technique can be an option for teaching students' in reading comprehension classes. The researcher is interested in investigating the running dictation techniques implemented in reading comprehension classes. Not only in the implementation but also the researcher displays the teacher's and students' responses toward the implementation of running dictation in the classroom, and finally, the researcher also investigates students' difficulties in reading using running dictation. Based on these statements, the researcher concluded that this technique is interesting and important to be conducted.

B. Research Questions

This research provided three research questions:

1. How is the implementation of scenarios in teaching reading recount text using contextual teaching and learning through running dictation?
2. What are teacher's and students' responses toward the implementation of teaching reading recount text using contextual teaching and learning through running dictation?
3. What are the students' difficulties in learning reading recount text through running dictation?

C. Objectives of the Research

According to Creswell (2014), objectives indicate the goal of a study. As the goal of this research is:

1. To identify the implementation of scenario in teaching reading using Contextual Teaching and Learning through Running Dictation applied at the second-semester students of eighth-grade junior high school.
2. To investigate the teacher's and students' responses toward teaching reading using Contextual Teaching and Learning through Running Dictation applied at the second-semester students of eighth-grade junior high school.
3. To investigate the students' difficulties in learning reading skills using Contextual Teaching and Learning through Running Dictation at the second-semester students of eighth-grade junior high school.

D. Limitation of the Research

This research focused on how is the implementation of scenarios in teaching reading comprehension to the second-semester students of the eighth grade class at one of the Junior High School in Bandung, what are teacher's and students' responses, what are the students' difficulties in learning a reading skill by running dictation technique.

E. Significance of the Research

This research is expected to be useful for the teachers, students, and the English teaching process in general.

1. For the Teachers

This research provides evidence of an interesting method in teaching reading comprehension to develop their students by using contextual teaching and learning through running dictation techniques.

2. For the students

To motivate the students in learning English especially in reading comprehension on recount text.

3. For the English teaching process in general

The result of this research is a reference for the learning process, especially in reading class. To know the comparison approach toward students' improvement in reading skills.

F. Clarification of Key terms

In this study, key terms are defined as follows:

1. Reading Comprehension

Reading comprehension is the reader's ability to convey written information that can be understood by the reader by using the background of the reader's ability to use his mind. So that students will find their understanding when reading a text that not only reads the text directly but also gets something from the text they read.

2. Recount Text

Recount text is a type of text that tells the experiences someone has experienced in the past. Recount text is the material adapted from the school syllabus and based on the main competencies and basic competencies. One of which is for junior high school in grade eight in the second semester.

3. Contextual Teaching and Learning

Contextual Teaching and Learning is a learning model approach that is emphasized to create "meaning" in the teaching and learning process, linking the learning material with the real conditions experienced by students. Contextual teaching and learning is one way that can be used to stimulate students to be active in building the communication between teachers and students, the students will be encouraged to ask questions, and express their opinions actively in the process of learning activities.

4. Running Dictation

Running dictation is a type of dictation that can be applied in various kinds of lessons. One of them is English lessons, which are used in listening, speaking, writing, and reading classes. Each student has their respective duties in implementing the Running Dictation procedure, including several runners and a writer. The running dictation procedure is very easy to apply in the classroom, students will run to the place where the text has been pasted, then they will read the text and report it to the writer. Students will be equally helpful to their group members and naturally encourage them to have discussions together.

G. Organization of Research Paper

This study is divided into five chapters and systemized as follow:

- 1. Chapter I: Introduction.** This chapter presents a brief description of the partial content of the research included the background of the research, research questions, objectives of the research, limitation of the research, significance of the research, clarification of key terms, and organization of the research paper.
- 2. Chapter II: Literature Review.** This chapter discusses the theories about reading, reading comprehension, the principles of teaching reading, recount text, types of recount text, the methods of contextual and teaching-learning through running dictation, contextual teaching and learning, running dictation approach, procedures of running dictation, the advantages of running dictation, the disadvantages of running dictation, and previous related study.

- 3. Chapter III: Research Methodology.** This chapter presents the method of this research. The following chapter presents the research design, subject of the research, procedure of the research, technique of data collection, instrument of the research, technique of data analysis, thursworthiness of the data.
- 4. Chapter IV: Results and Discussion.** This chapter explains the results and discussion.
- 5. Chapter V: Conclusion and Suggestion.** This chapter describes the conclusion and suggestion of the research based on the data as a result of this research.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories about reading, reading comprehension, the principles of teaching reading, recount text, types of recount text, the methods of contextual and teaching-learning through running dictation, contextual teaching and learning, running dictation approach, procedures of running dictation, the advantages of running dictation, the disadvantages of running dictation, and previous related study.

A. Reading

1. Definition of reading

Mikulecky (2011) states that reading is a complex awareness and subconscious mental process in which the reader implements a variety of ways to find the author's intentions that are assumed based on the proofreaders' knowledge. Cahyono (2011) defines that reading is the process of communicating information between the writer and the reader, in which the reader tries to perceive the ideas conveyed by the writer in written form. According to Kadir (2011), reading is the process of understanding text content to get information. In other words, reading is a process of transferring information from the writer to the reader in a written form in which the reader will gather ideas and understand the assumptions conveyed by the author.

Reading is an active process in understanding the meaning of written words and symbols (Patel & Jain, 2008; & Alfarezi, 2017). To do a successful reading, the reader should understand the intended words (Harmer, 1991). In other words, the reader will be easier to read if he can understand each word and his vocabulary knowledge in the text to get ideas.

Based on the statements above, reading is the process of receiving information in understanding the written message conveyed by the author. Reading can also help students add a lot of new vocabulary and make their knowledge develop, especially in understanding a text. Reading is one of the four skills in English, namely listening, speaking, writing, and reading that must be mastered by students in learning English taught in formal and non-formal schools. Although students often experience difficulty in reading, they must and still practice it.

2. Reading Comprehension

Reading comprehension is a process of obtaining ideas or ideas intended by the writer to the reader in a text. Readers usually make the background in the form of knowledge, vocabulary, experience with the text, and their strategies to help understand the written text. There is no reading well without comprehending well, that to achieve the purpose of reading, the students have to comprehend the text to understand the information effectively. Students will catch the information from the text if they comprehend the text (Wisma, 2019). Reading comprehension is a complex interaction because it includes various aspects such as extract the meaning, developing the meaning, and the process of understanding the meaning (Alfarezi,

2017). In reading comprehension produces three skill levels (Basaraba & Alonzo, 2012). There are:

a. Literal comprehension

A literal understanding of the text and information is found directly from answering what questions, where, who, and when.

b. Inferential comprehension

Formulate conclusions about the facts in a text such as a series of stories, story arrangements, and story predictions that are built.

c. Evaluative comprehension

Evaluate the story by giving a personal assessment based on facts or opinions, eligibility, comparison, cause, and effect based on the text read.

Based on the statement above, reading comprehension is a reading process that requires the thinking ability to understand the meaning of the reading text which is re-interpreted based on the understanding it has obtained.

3. Strategies for Reading Comprehension

Bouchard (2015) cited in Yadeta et al (2017) divides the strategies of reading comprehension into three categories, namely cognitive, metacognitive, and socio-affective strategies.

A cognitive process is a strategy in which the reader manipulates the text to achieve a comprehension of what is read (Prihasusti, 2013). This cognitive strategy is to predict using prior knowledge, recognizing specific patterns to determine the text organization, self-questioning, making a summary, note-taking the main idea and specific points, translating, inferencing, and transferring (Mitsea, 2019).

The metacognitive strategy is a strategy where readers think about their learning process, make their learning plans, monitor their tasks and achievements (Mitsea, 2019). Thinking about their learning process is done by choosing ways of thinking and problem-solving strategies based on the situation. The process of learning planning by someone is marked by determining their purpose in reading the text (Bouchard, 2015; cited in Yadetta et al, 2017). Meanwhile, monitoring of learning tasks can be done by checking reading comprehension based on self-posed questions and self-correction if understanding fails through evaluating achievement.

Socio-effective strategies are defined by Bouchard cited in Yadetta et al (2017) where other parties can support the reader in the process of understanding the text read by asking questions as a form of cooperative learning and classification.

Based on the explanation above, it can conclude that the strategy divide into three groups based on their thinking models. Reading comprehension can be achieved by supporting the reading strategies applied.

3. The Principles of Teaching Reading

Teaching is a process of assessing performance or helping someone to learn how to do something, giving knowledge, giving understanding, knowing what can be done, and causing the learning process to occur (Saryati & Yulia, 2020). According to Jeremy Harmer (cited in Rijali, 2018), there are six principles of teaching reading for increasing students reading skill, as follow:

- a) Encourage students to actively read.

Anything can be done to encourage students to actively read. The teacher can discuss topics with students and encourage students to search from various reading sources.

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

Students need to be actively engaged with reading texts to benefit from reading. The teacher can attract their interest during lessons, students are engaged with the topic of reading which then they will deal with it.

c) Students must be encouraged to respond to what reading texts they read.

The important thing in teaching reading text is that the teacher allows students to express their feelings on the topic of the reading they are reading. By doing this students realize that reading gives them pleasure.

d) Prediction is a major factor in reading.

The teacher can give a clue to students about what is to be read, by giving "hints" to make it easier for students to be able to predict what might happen next.

e) Adjust the task to the topic.

Tasks can make fun of teachers and full of imagination because they can challenge students to complete their assignments.

f) The teacher exploits reading texts to the full.

Good teacher integrates reading texts into a series of fun lessons for later topics that are discussed and given further assignments.

B. Recount Text

There are many text genres, including recount, narrative, descriptive, procedure, report, narrative, spoof, news item, analytical exposition, explanation, hortatory

exposition, reviews, and discussion. Each text above has a different meaning and function based on the purpose of the text (Nasution et al, 2018). This research use recount text in this study. Recount text is a text that tells what someone has experienced in the past (Rosyadi, 2016). The purpose of the recount text is to provide an experience of what happens and when the event occurs (Abbas & Masdelina, 2018). Recount text is a text that tells a series of events that have occurred to inform the reader about what has happened in the past (Alfarezi, 2017).

Looking at the statement above, it can be concluded that the recount text is a text that contained a sequence of events in the past that purpose is to entertain the reader.

1. Language Features

The most important part of the recount text is the language feature or also known as a grammatical feature. According to Simamora et al (2019), there are five language features as follow:

a. Introducing personal participants

E.g: I, My Sister, My teacher, etc

b. Simple past tense

E.g: She forgot something

c. Using chronological events

E.g: First, after, then, next

d. Linking verbs

E.g: was, were, felt, heard

e. Action Verb

E.g: went, stayed, changed

2. Generic Structures

Recount text consists of the first orientation that is introducing the participants, and settings such as what, who was involved, where it happened, and when it happened.

The second is events, it retells a sequence of chronological events, and the last is re-orientation optional - close of events or conclusion or personal comment by the writer (Simamora et al, 2019). Below is the generic recount text structure as follow:

a. Orientation

Orientation provides background information, the speaker or writer needs to provide information about what happened, why it happened, who was involved, when and where the event occurred, and how it happened. This will help the speaker or writer choose the details needed.

b. Series of events

In telling a series of events, the writer tells chronologically about events that occurred at the beginning of the chronology, the second chronology to the last chronology. how much chronology depends on how the writer tells it. Chronology must be determined carefully so that the audience can easily understand the topic.

c. Re-orientation (optional)

This last part is the author's summary or commentary on all the events that he has experienced.

3. Types of Recount Text

According to Alfarezi (2017), there are three types of recount texts, namely:

- a. A personal recount is a retelling the writer was personally involved in.

Eg: I went to Bali, I had a trip.

- b. A factual recount is concerned with recalling events accurately.

Eg: a science experience, police report, history.

- c. The imaginative recount is to entertain the reader by recreating the events of an imaginary world as though they are real.

Eg: Situ bagendit, Snow white, Rapunzell.

In this study, the researcher chose a recount text type of personal recount. The reason is based on the Contextual Teaching and Learning model approach which is an approach that emphasizes the meaning and relevance of the material to the real life of students, the researcher decided to choose this type, because there was a direct connection with the experience in the past, and might be experienced, the previous student.

C. The Method of Contextual Teaching and Learning through Running Dictation

Generally, in learning activities, teachers tend to teach using conventional approaches (Chan, 2019). Students tend to be less demanded to think again about the material taught, because the subject matter delivered by the teacher is

readymade material. Teachers speak many words and explain the material written in front of the class and students just take notes, and memorize certain concepts instructed by the teacher.

The main learning goal is how students can master the subject matter. That is, students are expected to be able to understand correctly and be able to convey material that they already understand (Hossain, 2015). Learning that is conveyed effectively will make it easy for students to remember and engage in thinking. Not only getting information from reading, writing, speaking, or listening from academic teaching materials but also students need to connect their understanding with meaning. The teacher can create teaching material with the concept of linking material taught in a context relating to experiences that students might have experienced before or can be accepted by it (Toda, 2018).

1. Contextual Teaching and Learning

Contextual teaching and learning is a learning concept that can help teachers relate learning material to real situations that can encourage students to connect their knowledge with the applications in their daily lives (Laila, 2019). This approach can make learning more meaningful. Contextual teaching and learning as an educational process system that can help students see the purpose of learning material being studied is connected to the context of their daily lives, habits that are carried out, such as personal, social, and cultural conditions of the place (Jhonson, 2002; cited in Aziz et al, 2019). Contextual teaching and learning is a learning approach aimed at optimizing learning conditions in achieving learning goals that use small groups to work together (Yusnita & Munzir, 2017). The benefits of

contextual teaching and learning approaches are real-world learning that prioritizes real experiences, encourages higher-order thinking, learners-centered to be active, more critical in thinking, creative tendencies, and more meaningful knowledge (Satriani et al. 2012).

Based on the statements above it can conclude that the definition of contextual teaching and learning is the concept of learning that is applied by the teacher by connecting the subject matter he/she teaches with the real situation of students so that it encourages the thinking it has with its application in daily life.

2. Running Dictation Technique

The game is not only used to entertain or create pleasure but can be used as a game for learning in improving students learning abilities and motivation in learning. The attention of students who tend to be short and get bored easily makes it a challenge for teachers to apply a variety of learning methods in the process of delivering academic material.

Zulraudah & Jufri (2014) states that running dictation is a variety of small group learning activities that can provide good achievements for students in learning. Besides having an academic function, running dictation can also provide a social aspect where students can learn together and help one another. Running dictation is an activity that encourages team/partner teamwork, using the eyes to read a text, using the mouth to convey the contents of the text reading, ear to listen, and mouth to speaking and body to moving limbs. Running dictation makes learning not only fun but also increases up another ability, that is the ability to use four skills in learning a language at once (Zulkifli, 2014; & Mariana et al, 2018).

Running dictation can make students motivated to learn because it is interesting and challenging (Gustiani & Yulia, 2014; & Nurdianingsih & Rahmawati, 2018). Text reading that is used also varies can be in the form of words, articles, or text stories. Generally, each group that plays this game requires concentration and speed to read words or sentences that are subsequently memorized as much as possible, then after that go to group friends and dictate alternately until the specified time (Indah, 2019).

Based on the above statement, it can be concluded that running dictation is an activity that activates the ability to reading, listening, writing, speaking with kinesthetic learning models that move the body and activate the four skills in a challenging and fun activity.

a. Characteristics of Running Dictation

According to Aini (2015), running dictation is a technique that is applied in many learning processes and is an interesting technique that can improve the ability of teaching materials provided by educators. Besides running dictation has many benefits for instance:

1. Improve the ability to remember.
2. Improve writing skills.
3. Improve the ability to work with groups.
4. Improve listening ability.
5. Improve the ability to speak, especially in spelling a few sentences.
6. Improve communication skills.
7. Improve the ability to reading comprehension.
8. Increase student creativity during the teaching and learning process.

b. Procedures of Running Dictation

According to Nurdianingsih & Rahmawati (2018), there are seven procedures in running dictation activity, as follow:

1. A short text is posted on the wall outside/inside the classroom.
2. Students work in pairs or small groups.
3. One student's assignment to write.
4. Other members are task with running to the text posted on the wall. The first person runs to the dictation text for reading the text and memorize short sentences.
5. If the first person has remembered the sentence, and he/she report to the group and the writer took notes.
6. Switching to the second person to continue running to the dictation text and doing the same thing.
7. Switching is continued by the third student, and so on until it forms a text that has been read previously. After finish, do corrections about their result working.

c. The Advantages of Running Dictation

According to Milne (2014), there are nine advantages of running dictation, as follow:

1. It can easily be transferred from the ESL to the literacy classroom where its student-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 is a multi-skill activity that integrates the macro-skills of speaking, listening, reading, and writing.
4. It can be a very low preparation activity. Once you are comfortable with the basic concept, the dictations become very quick and easy to prepare.
5. It is cheap. You don't need a lot of or expensive resources. A pen, a piece of paper, and some sticky tape will do in a pinch.
6. It can easily be made engaging, meaningful, and relevant to the students.
7. Numerous variations allow the teacher to focus on different skills within the activity.
8. It is very easy to adjust the level of difficulty up or down
9. It's inclusive; in mixed ability classes, students can take part in the same activity at the same time if the teacher prepares easier and harder versions of the same text.

d. The Disadvantages of Running Dictation

According to Madsen cited in Malikhah (2019) mentions that there are three advantages in implementations running dictation, as follow:

1. Difficult to implement in the class due to combining listening and writing in equal time, the writer needs knowledge before about vocabulary that form of spoken and written is different.
2. No usually helpful in assessing short-term progress.

3. It is difficult to correct the result.

D. Previous Related Studies

There were six previous studies related to the application of running dictation techniques in the area of language learning Destiana et al (2019); Mentari (2018); Oktaviantika (2019); Aini (2015); Tutiarsih (2017); & Nasution (2019)

The first was conducted by Destiana et al (2019) from Universitas Syiah Kuala. The research entitled "The Use of Running Dictation Technique to Improve Students' Listening Skill." This study was used quantitative methods with the research subjects of students class in the VIII-4 MTsN Model. This research found that students experienced an increase in their listening ability after attended learning using Running Dictation.

The second was conducted by Mentari (2018) from State Islamic University of North Sumatra North. The research entitled "The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text at MTS Amin Darussalam". The research method was used in this research was Classroom Action Research (CAR), with the research subject of class "VIII 3" students consisting of 40 students as the sample of studies. The results of the research showed that the students' response to the implementation of running dictation for writing was very good and the students' ability in writing descriptive text had increased using running dictation.

The third was conducted by Oktaviantika (2019) from State Islamic Institute of Surakarta with research entitled "The effectiveness of Running Dictation

Strategy to Teach Speaking at Eight Grade Students of MTs Negeri 3 Boyolali in the academic year of 2018/2019." This research used quantitative research. The results of her research she found that there was a significant effect of using running dictation in the speaking class. The difference could be seen from the comparison of the use of running dictation with the intuitive conversation he uses in speaking class.

The fourth was conducted by Aini (2015) from the State University of Malang with a research entitled "The Use of Running Dictation to Improve Students' Writing in Descriptive Text." The method used by Aini is the classroom action research method with the research subject of class X Social 1 students at SMAN 1 Bawang Banjarnegara. The use of Running Dictation to improve students' writing skills was successful and students got positive habits.

The fifth was conducted by Tutiarsih (2017) from STKIP SILIWANGI BANDUNG with a research entitled "The use of Running Dictation Technique to Improve Students' Writing Descriptive Text At The Eighth Grade Students' of SMP N 1 Cangkuang." The research used is classroom action research with a sample of class VIII H consisting of 39 students. The results of her research found that running dictation received a positive response from students in the teaching and learning process, students found it easier to write descriptive text using running dictation techniques finally the students' condition was better than before.

The six was conducted by Nasution (2019) from the University of Muhammadiyah North Sumatra with a research entitled "The Application of Running Dictation Technique To Improve the Students Speaking In Descriptive

Text" The research method used was classroom action research with a sample of 34 eighth grade students at SMP Muhammadiyah 05 Medan. Her research shows that the final result was that running dictation made students more active in speaking English even though they still produced an ungrammatical utterance, finally running dictation could improved students' speaking skills.

The differences in this study from the six previous studies above that the researcher was chosen the recount text material as the material to be taught because the material was in the eighth grade class at one of the junior high school syllabus in the second semester. The researcher used five instruments, namely, documents, observation sheets, questionnaires, interviews, and exercise. Recount text was a text that told the events in the past, and this material implemented by using the contextual teaching and learning approach in pre-activity activities where the aim was to provide a stimulus to students regarding the theme, in the end, students were stimulated to asked questions and expressed their opinions. The second was that there were not many studies that used running dictation in reading classes, especially reading comprehension. And the least was this research used a qualitative descriptive method that would answer three research questions, namely the implementation of learning scenarios in teaching reading recount text using contextual teaching and learning through running dictation, teacher's and students' responses to the learning method contextual teaching and learning through running dictation, and to answered the difficulties of students who they were faced in the implementation of the learning method contextual teaching and learning through running dictation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the design of this research, subjects of the research, procedures of the research, technique of data collection, instruments of the research, technique of data analysis, the trustworthiness of the data.

A. Research Design

The method used in this research is qualitative. Qualitative research is used to examine the condition of natural objects, where qualitative research results emphasize more meaning than generalization. Sugiyono (2013) stated that the qualitative method aims to grasp the object under study in depth and interpret the meaning of an event of the interaction of human behavior with certain situations according to the researchers' perspective.

The research design in this study used the descriptive qualitative method. Descriptive qualitative is research that intends to investigate conditions, conditions, or something else whose results are presented in the form of research reports (Arikunto, 2013). Based on the definition, the implementation of descriptive qualitative research is enabled to give the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching-learning activity.

B. Subjects of the Research

The subjects of this study were divided into three parts, namely, primary participants, participant-observer, and non-participant-observer.

1. Primary-participants, as 29 students consisting of 11 males and 18 females in “VIII H” class in eighth grade.
2. Participant-observer as a researcher and had a role as a teacher to investigate the implementation in Reading Comprehension and would solve the problem by using the Contextual Teaching and Reading through Running Dictation technique.
3. Non-participant-observer as an English teacher to observed the implementation of scenarios in teaching reading recount text using contextual teaching and learning through running dictation.

The researcher decided on the subject of the research that used purposive sampling. According to Sugiyono (2013) "Purposive sampling is a technique for determining research samples with certain considerations to make the data obtained more representative". Therefore, the setting of the research was at one of the junior high school in Bandung in the academic year of 2019/2020.

C. Procedures of Research

This research had conducted in three stages, namely preparation, implementation, evaluation.

1. Preparation

Before applied the research procedure activities, this research had included seven steps of preparation. The first was determining the research subject, the research

subjects in this study were second semester students of the eight grades of one of junior high school in Bandung in the academic year of 2019/2020. The second was preparation for material to be taught, the researcher determined the material taught to students by looking at the second-semester syllabus, and the researcher decided on reading comprehension skill of recount text that the researcher decided as material learning. The third was preparation document analysis (lesson plan scenario), the researcher prepared lesson plans in the form of learning scenario that were tailored by the contextual teaching and learning through running dictation learning method. The fourth was the preparation exercise, the practice exercises were only used as complementary tools to find out the extent to which students' abilities in reading comprehension were used as the researcher evaluation material. The fifth was the preparation of a questionnaire, the questionnaire was used to determined students' responses and students' difficulties with teaching reading recount text using contextual teaching and learning through running dictation. The sixth was a preparation observation sheet and an interview, the researcher compiled an observation sheet and interview to found out the English teacher responses as a non-participant-observer toward the teaching reading recount text using contextual teaching and learning through running dictation. And the last step was requesting permission from the school.

2. Implementation

After the preparation was done, the researcher tried to implement the research procedure that had been planned before. The implementation was made into three stages. The first was providing the observation sheet to participant-observer, the

non-observer participant was asked to fill in the observation sheet related to implementing the learning scenario that the teacher model did in the classroom in the first meeting to third meeting, and conducted interviewed with the researcher in the last meeting. The second was given a questionnaire to students, to answered the second research question, the students were asked to fill the ten questions to find out students' responses to the implementation of teaching reading recount text using contextual teaching and learning through running dictation. And the last was to knowing student difficulties, the students filled in the open questionnaire according to their difficulties toward the implementation of teaching reading recount text using Contextual Teaching and Learning through Running Dictation.

3. Evaluation

The final procedure that the researcher should complete was analyzing data received in the form of tests, observation sheets, and questionnaires and made a reported based on the findings which used the data analysis proposed by Miles & Huberman (1994) cited in Rijali (2018) namely, Data Reduction, Data Display, Data Verification/Conclusion.

D. Instruments of the Research

The most important part of the conducted research was how to obtain the data needed for research. According to Tavakoli (2012), the instrument was any device that can be presented in written, audio, or visual format, which is used to collect the data. In this case, the researcher tried to apply four research instruments. There are

four steps in collecting data used by researchers, namely document, observation sheet, questionnaire, interview, and exercise.

1. Document

To answer research question number one the documents had been formulated before the researcher conducted taught activities and provided materials for students. The document was made in a lesson plan in the form of a learning scenario in applied contextual teaching and learning through running dictation to get an interesting process of teaching and learning activities.

2. Observation Sheet

The observation sheet was used to find out the information in the implementation and teacher responses of contextual teaching and learning through running dictation in learning English. The researcher acted as a teacher model and the teacher as an observer in this research.

Observation sheets were arranged based on the composition of the scenario at each meeting, which was held in three meetings. The non-participant observer asked to observed the application of learning scenarios applied by the teacher model by filling in the statements to find out the teacher's response to the effectiveness of the learning method. The indicators of the observation sheet are presented in Table 3.1.

Table 3.1 Domain and Indicators of Observation Sheet

Domain	Indicators
Pre-activity	1. Checking students' attendance list.
	2. Linking the material to be studied in the form of recount text.
	3. Students are actively involved in asking questions and expressing their opinions.
While-activity	1. Students understand the instructions that the teacher has conveyed.
	2. Students following the procedure.
	3. Students work with the groups.
	4. Explain the recount text material.
Post-activity	1. Students and teacher discuss students to work together.
	2. Repeating what has been learned.
	3. Closing the learning activity.

3. Questionnaire

Questionnaires were used to answer the second and third research questions to collect the data information about students' responses and students' difficulties in the implementation of the teaching reading using contextual teaching and learning through running dictation technique. There were ten questions to know students' responses and one open questionnaire to know the difficulties that students faced. Then, students could provide data or information on the responses and difficulties

they faced while participated in teaching reading recount text using contextual learning through running dictation. The indicators of the observation sheet are presented in table 3.2.

Table 3.2 Domain and Indicator of Questionnaire

Domain	Indicator	Variable	Item no	Scale
Pre-activity	Attention	Students have a high motivation to learn	1	Likert Scale
		Maintain students' difficulties	2	
		The concept can be meaningful	3	
		Easier for students to understand the recount text material	4	
While-activity	Relevance	Learning is fun and not boring	5	
		The time needed to master the concept of learning shorter	6	
	Confidence	Students motivated to get the achievement	7	
		Improve students critical thinking	8	
Post-activity	Satisfaction	Students more appreciated for expressing opinions	9	
		Students' dare to deliver opinions	10	
	Difficulties	The difficulties during the learning process		Open Question

4. Interview

The interview was used to found out how the teacher responded in personal opinions to contextual teaching and learning through running dictation technique were implemented in the classroom.

5. Exercise

The exercise was used to determine students' comprehension of reading skills. In this study, the type of exercise used by the researcher was a multiple-choice test

with as many as thirty items. This exercise was only to added or supported the results, and there was no effect on the assessment.

E. The Data Collecting Technique

In the data collecting technique the researcher used four data collecting, as follow:

1. Observation

This research observed the response of students' activities and ways of learning during the study. The researcher compiled a checklist or observation worksheet in which the non-participant observer would fill in the worksheet to observed the researcher performance during the implementation of contextual teaching and learning through running dictation in the classroom. The purpose of these observations was to proved English teacher response to the technique appropriate or not.

2. Questionnaire

The researcher gave students a questionnaire. This technique used to collected the data was in determining students' responses and students' difficulties during learning activities to the implementation of contextual teaching and learning through running dictation techniques in the reading classroom. The researcher would find out the responses from the students' about the implementation of contextual teaching and learning through running dictation and students' difficulties.

3. Interview

The researcher interviewed the English teacher to found out the opinion and response of the teacher personally to the implementation of contextual teaching and learning techniques in the reading classroom. The data was taken after the teaching and learning activities end.

F. The Data Analysis Technique

Data analysis was needed as a result of research or effort processes that include data accuracy. Data analysis was very important in providing research objectives that have been completed. According to Miles and Hubberman in Rijali (2018), Interactive data collection with data analysis is collecting the data, data reduction, presentation of the data, and conclusion. The technique of data analysis in this research was presented in figure 3.1.

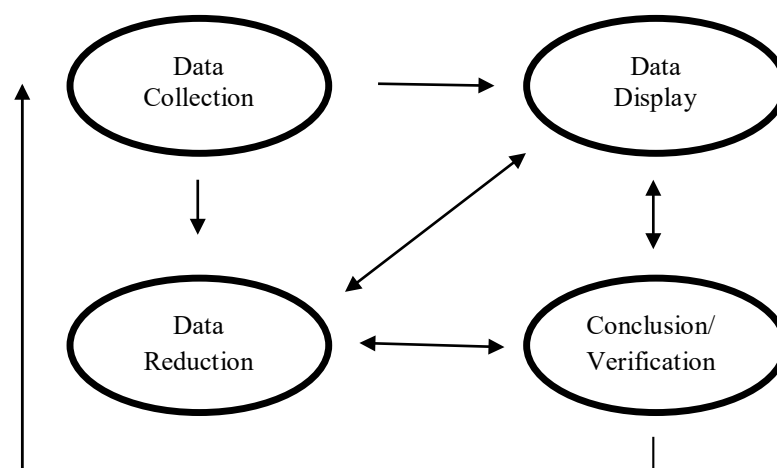


Figure 3.1 The technique of Analysis Data Qualitative according to Miles and Hubbernman (Rijali, 2018: p. 83)

1. Data Collection

To collect the research data, the researcher used qualitative data collection methods used in this study by observation, questionnaire, and interview.

2. Data Reduction

Data reduction was an effort to collect the data, which then data was sorted into specific units to be categorized and invented. The result data was processed to make it look more whole to made it easier for helped the researcher. This research data came from data the researcher has collected from research sources.

The researcher made a summary based on the classification, namely the researcher collected, categorized, limits, and summarized the incoming data. Data reduction was carried out during the study.

3. Data Display

In qualitative research, the data was presented with a narrative. It could be in the form of sketches, synopsis, matrix, and other forms that can facilitate the researcher in describing and reinforcing the conclusion (Rijali, 2018). If a pattern was found, it had to be supported by data throughout the study and presentation at the end of the report.

By displaying the data, the researcher considered what the should researcher do. The researcher displayed the data and describing it. After describing the data, the researcher analyzed the data. The research displayed the data from teaching reading recount text using contextual teaching and learning through running dictation. The researcher also presented the data from English teacher and students'

responses, then students difficulties to teaching reading recount text using contextual teaching and learning through running dictation.

4. Conclusion/Verification

The conclusion/verification to interpret the data that had been obtained. Included instrument discussion to answer three research questions and the instruments used by the researcher, namely, document, observation sheet, questionnaire, and exercise.

G. Trustworthiness

This research used a descriptive method which required a precise instrument in gathering the required data. According to Muhammad & Kabir (2018), two things affect the quality of research results, namely the quality of instruments and the steps of data collection. Therefore, the researcher used triangulation data as a source of data in strengthening the quality of this study.

To fulfilled the data and information that could be accounted for, the researcher used the criteria of credibility to obtained qualitative research results that could be trusted by readers and could be accepted by people who had provided information to the researcher. Lincon and Guba (2008) cited in Hardani et al (2020), recommended seven techniques that need to be done, as follow:

1. Prolonged engagement, the length of time the research used in the research place could not be determined and depends on the narrowness or breadth of the research problem.

2. Persistent observation, that was the researcher made continuous observations to understand a more in-depth phenomenon to determine the aspects that were relevant to the topic.
3. Triangulation, which was seen from various angles, so that the verification of findings used various data sources and various data collection methods.
4. Peer debriefing was done by the researcher to asked colleagues about various things to avoid the possibility of biases caused by the researcher.
5. Negative case analysis, if a negative case is found, the researcher must find out in-depth why there are still different data. Thus the research findings become more credible.
6. Referential adequacy check, that was the archiving of data collected during research, if there was an agreement between the data and the conclusions of the research results, the conclusions could be trusted.
7. Member check, to find out how far the data that has been obtained was in accordance with what had been provided by the data provider.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter discusses the result of the research which consists of the implementation of teaching reading recount text using contextual teaching and learning through running dictation at eighth grade students, teacher and students' responses toward the implementation of the technique, and students' difficulties.

A. Results

The research findings were obtained based on data analysis sourced from observations, questionnaires, interviews, and documentation. The data obtained by the researcher were obtained through three instruments, namely interviews, documentation, and observation. In this discussion, the researcher would describe the results of the data obtained by the researcher while conducting research in this school which was conducted from December 11, 2019, to March 1, 2020.

The research aimed at proving answers to three research questions. The first about how was the implementation of the scenario of teaching reading recount text using contextual teaching and learning through running dictation, the second about what were the teacher and students' responses toward the implementation of teaching reading recount text using contextual teaching and learning through running dictation, and the third about what were the students' difficulties in learning reading skills using contextual teaching and learning

through running dictation.

1. The Implementation of Teaching Reading Recount Text Using Contextual Teaching and Learning Through Running Dictation

When the researcher conducted the research, the researcher collected the documents related to the implementation of teaching and learning activities. The document was contained in the form of a lesson plan that was by the learning material contained in the second-semester syllabus, namely, recount text material and adjusted to the learning method that the researcher used, contextual teaching and learning through running dictation. The lesson plan was made in the form of a learning scenario where it was hoped that this scenario would be made it easier to help teachers in arranged, planned, and delivered the material in the learned process that would be carried out when taught in class.

To find out how to the implementation of the learning scenario in teaching reading recount texts using contextual teaching and learning through running dictation, the researcher had implemented it in three meetings that had been carried out in VIII H class with the helped of an English teacher as a non-participant observer that would fill out the observation sheet checklist during the teaching and learning activities.

a. First Meeting

On the first day, it was held on Monday, February 10, 2020, from 07.30 - 09.00 AM.

1) Pre-activity

Before we started to learn in class, the English teacher introduced the researcher to students that today and the next two meetings. The teacher would be taught English lessons with the subject of recount text material for three meetings. The English teacher did not explain to students that the researcher would observed students during the learned process. After self-introduction was processed, the teacher started the learned activity by prayed and followed by checked the attendance of the students, there were not students' were absent. Before entered the while activities, the teacher built communication with the students regarded the learning material to were studied today. The teacher was used a contextual teaching and learning approach by connecting the material in the form of recount text with students' experience in the past to built students' understood. The teacher asked the question to students, did you like playing football? Students' gave many answers to the researcher that they liked football so much, but when the teacher provided the opportunity for students to share their experiences, no students wanted to share their experiences related to their past experienced finally the teacher continued teaching and learning activities.

2) Whilst-activity

The teacher gave instructions to students to made workgroups, there were 29 students in the class then the students divided the groups into five groups contained five to six people in one group. The teacher instructed 29 students in the class to form teamwork with group members of five to six people. The group selection was determined by the teacher by counting from one to five and then the students must

be in a team that had the same number sequence. If there were students who did not count, then these students would join with the other five group members. After the determination of group members had been determined, the teacher instructed students to listen carefully to the commands that the teacher instructed. The application of the running dictation technique procedure was carried out by determining the responsibility of each student in the group, namely several people as runners and one who served as a writer. If in one member there were five members of the group, then the four students served as dictation runners and one served as a writer. The teacher had pasted a piece of text containing recount text material on the whiteboard. The theme material was the experience of playing soccer, as presented in pre-activity with the same theme. Students needed to read the text, understand the contents of the text, memorized it, and then reported it to the writer on their teamwork. The first runner would come forward to read the entire text, then the first runner would remember the words or sentences that students had read, and the first runner would go to the writer on his teamwork and reported what the first runner got. The writer would rewrite what he or she had heard and after that, the second runner would come forward to continue the last sentence that the first runner had read. As had been done by the first runner, the second runner would do the same thing, namely reading the entire text and memorizing the word or sentence then reporting it to the writer. Then, the third student runner and would do the same thing as what the first runner and second runner had done. Students did their job well. After all the students had finished their work, the teacher and students discussed the results of the students' work by compared the text that the students

had compiled with the original text they had previously read, and students' presented their comprehend of what they had read based on their comprehension of the text. The teacher told the students that what they were learning today was about recount text material. Then, the students asked a question to the teacher "what is a recount text?" and the teacher explained it to the students.

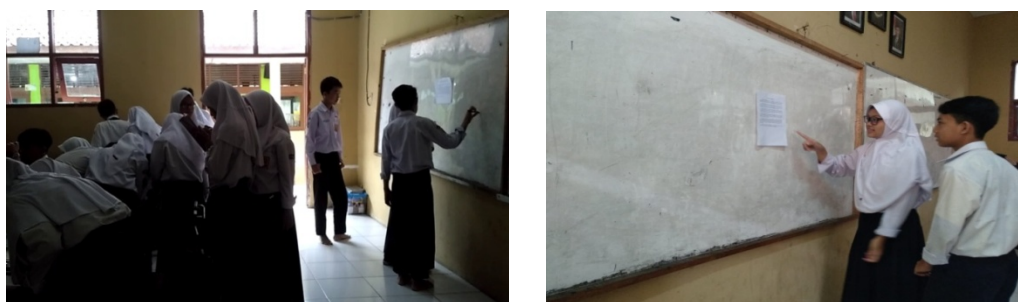


Figure 4.1 The implementation of the Running Dictation technique

3) Post-activity

The teacher and students together repeated the recount text material that had been studied today. The teacher asked students' how they felt while participated in learning activities and students revealed that they were very happy to participate in this learning activity. The teacher gave a conclusion about the material that had been studied today. Then, the researcher asked students to read more information about recount text in books or the internet. Learning activities were closed by praying together.

It concluded that at the first meeting, students were able to participate in learning activities by applying running dictation procedure techniques in reading comprehension classes well. They were able to work together and shared their respective duties.

b. Second Meeting

The second meeting was held on Tuesday, February 11, 2020, from 11.00-12.00 AM - 1.00-1.30 PM.

1. Pre-activity

The teacher entered the class and greeted the students, and the teacher was responded well to the students, followed by checked the attendance list of students who at that time there was one absent student who could not participate in learning activities because of illness. The teacher and students reviewed the recount text material that had been learned in the last meeting. As was done in the previous meeting, in the pre-activity processed, the teacher gave a stimulus to students by linked the recount text material to be studied based on the knowledge or experienced that the students might have previously experienced. The teacher provided opportunities for students to came forward and told a series of vacation experienced that had been done in the past to their classmates. Two female students and one male dared to came forward and shared their experiences with their friends.





Figure 4.2 The students shared their experience with a classmate

2. Whilst-activity

the teacher instructed students to make teamwork members as was done in the last meeting. There were five groups of five to six student members in each teamwork. This time, the selection of group members was carried out by counting from one to five, starting with the students count started from students who sat in the back. Thus, students were in different teams, it was a new teamwork. The teacher asked students to listen to the instructions for implementing running dictation procedures in the classroom. The teacher had pasted a piece of text paper on the blackboard, that piece of paper contained not incompleted text, which students might complete the text by looking for the second missing verb from the pasted text. Recount text material that was pasted in front of the class was text with a holiday theme, the same theme related to the pre-activity that students had bee shared their experiences with classmates. The teacher distributed a small sheet of paper that contained a bunch of messy letters, the paper was a random letter in which students had to find the second verb and then match it with the missing word from the sentence of the text. The first runner would come forward to read the text then returned to report it to their team.

Then someone who was in serve of writing would rewrite the text. This activity continued to be carried out by runner one, runner two, then so on with the same procedure. After students got the completed text, students would look for the answers to complete the missing words by looking for the second verb from a sheet of paper that the teacher had previously distributed. After the students were able to complete their assignment, each group was asked to present their understanding of the recount text they had compiled by explaining the generic structure and the correct answer to the incomplete text. Then, the teacher and the students discussed the students' work together. The students seemed to be able to understand the contents of the text and three groups answered correctly and two people had only one question from the verb that was missing from the text they had rearranged. This proves that the running dictation technique applied by the teacher makes students able to work together and build good communication with their teammates.

3. Post-activity

The teacher and students together repeated the recount text material that had been studied today. The teacher asked students how they felt while participated in learning activities and students revealed that they were very happy to participate in this learning activity. The teacher gave a conclusion about the material that had been studied today. Then, the teacher asked students to read more information about recount text in books or the internet. Learning activities were closed by praying together.

It concluded that at the second meeting, students had started to be active in shared their experiences with their classmates. The theme of the experiences they

shared was related to the theme of recount text material which the researcher would use as the main text in the teaching reading recount text through running dictation. This would make it easier for students to deepen their comprehension of what they had read so that they did not only read words or sentences and remember them but also they were able to comprehend what the text meant.

c. Third Meeting

The third meeting was held on Monday, February 17, 2020, at 07.30 - 09.00 AM.

a. Pre-activity

The teacher entered the class by greeted students, asked about their condition, and checked student attendance. There were no absent students, all students were present in the class. Before entered the learning material, the teacher reviewed the material that had previously been discussed, followed by linking the material to be taught with today's material theme, namely about competitions. The teacher provided opportunities for students to share their experienced in competitions they had participated in before. Then, the students with initials KA as a female and KE as a male raised their hands and were willing to share their experiences with their friends. KA shared her experience when participated in a karate competition and KE shared his experienced about playing online games competition.

b. Whilst-activity

The teacher gave instructions to students to make a group as usual determined by counted from 1-5 but in zigzag. After the workgroup was formed, the teacher

divided the students' worksheets into pieces of paper containing cut pieces of text, in which the students should be assigned to rearrange the text into a completed story by running dictation technique. The teacher gave the instructions for implementing running dictation procedures to students as in the last meeting. The teacher pasted a piece of text in front of the class. After the students made a group before, students had to determine who served as runners and who served as a writer. Students had determined the role of each group member and they started practicing this procedure as in the first and second meetings, which was to read the text, and memorized it, then returned to the group to report what they had remembered. As long as this procedure was run at the third meeting the students seemed very active and full of competitiveness, as a result, too many students who come forward and it was difficult to distinguish which runner one, two, three or so on. However, the class was conducive and cooperative after the teacher reprimanded and asked students to carry out the running dictation procedure correctly. and students could understand and did what was told. Students did their work according to the procedure. The Students arranged pieces of recount text sentences into a completed text. Students were able to compose sentences correctly and know the parts of the generic structure contained in the recount text. After they finished their assignment, students must comprehend the contents of the text exactly students were able to retell their comprehension of the story from the text. Each group came forward and told the results of their work and explained the parts of the generic structure they had defined. After all, students had finished displayed their presentation. The teacher and students discussed the results of students' work together.



Figure 4.3 The students compiled pieces of recount text sentences and made them into a completed story

4. Post-activity

The teacher and students together repeated the recount text material that had been studied today. The teacher asked students how they felt while participated in learning activities and students revealed that they were very happy to participate in this learning activity. The teacher gave a conclusion about the material that had been studied today. Then, the teacher asked students to read more information about recount text in books or the internet. Learning activities were closed by praying together.

It concluded that at the third meeting, learning activities lived smoothly and appropriated with the implementation of the learning scenario that had been

prepared previously. Students were able to work together with their group friends and able to present their comprehension of the text they had read.

Based on the results of implementing the learning scenario from the three meetings that the researcher had conducted during the research in the classroom, it was different at each meeting. In the first meeting, the activity of running dictation was to compare the text that students had read and rewritten, then looked for differences between the text that had been rewritten and the original text. In the second meeting, running dictation activities were carried out by instructing students to look for the missing words from the text pasted in front of the class. The teacher divided a word search puzzle paper into each students' workgroup to found the second verb and fill in the word blank in the text. And at the third meeting, running dictation activities were carried out with students arranging random sentence pieces to become a whole text, then students determined the parts of the generic structure. After implementing the running dictation technique in class at each meeting, students would present their comprehending of the text they had read.

2. Teacher's and Students' Responses toward the Implementation of Teaching Reading Recount Text Using Contextual Teaching and Learning Through Running Dictation

This section displayed the data that came from the research instrument sheet to answered the second research question. First the observation sheet of teacher responses to teaching recount text using contextual teaching and learning through running dictation. Second, open interviews of teacher responses to teaching reading

recount text using contextual teaching and learning through running dictation. Third, questionnaire sheets for student responses to teaching reading recount text using contextual teaching and learning through running dictation. Of the three instruments would be used as a guideline or benchmark to determine the suitability of teaching reading recount text using contextual teaching and learning through running dictation in class VIII H in one of the junior high schools in Bandung.

a. Teacher's Responses toward the Implementation of Teaching Reading Recount Text Using Contextual Teaching and Learning Through Running Dictation

In this section, the interview to get the English teacher response toward teaching reading recount text using contextual teaching and learning through running dictation in class VIII H. The form of this interview was in the form of questions addressed to the English teacher that had been prepared by the researcher. The research revealed three major responses as follow:

First, running dictation was an interesting technique and great for use in the classroom. The researcher asked the English teacher about student participation in the use of contextual teaching and learning through the running dictation technique, the English teacher said:

“Sangat menarik ya kalau menurut ibu. Anak-anak jadi nggak kayak lagi belajar, tapi kayak saling bersaing buat nunjukin penampilan kelompok mereka.”

(Data sourced code: INT/ET-014 to ET-016 see appendix X)

[In my opinion, this technique is interesting. It is like students' were not studying but compete with each other to present their group performance.]

In addition, based on observation, the teacher's response to the implementation of running dictation obtained a good response. The Teacher has observed when she saw the implementation of the contextual teaching and learning through running dictation techniques in class made students learn to compete to create their group that is superior to other groups. This was because this technique emphasized teamwork to encourage student enthusiasm in participating in learning activities.

Second, the theme used as the topic in the learning activity was very appropriate. The researcher asks the English teacher about a reference for learning techniques that can be applied in the classroom, the English Teacher said:

“Ide yang bagus buat angkat topik materi recount text dikaitkan dengan pengalaman siswa dan tema topiknya sama kayak text yang dipake untuk running dictation.”

(Data sourced code: INT/ET-027 to ET-030 see appendix X)

[Good idea to raise the topic of recount text with student experiences and the topic theme is the same as the text used for running dictation.]

In addition, based on observation, the use of recount text material was interesting because it related to students' experience. The teacher has observed when she saw implementing contextual teaching and learning through running dictation techniques in class. This technique was interesting to apply in classes that require teaching text material, one of which was a recount text material, this recount text

material showed the someone experiences had experienced in the past so that it allowed students experience in the same context.

Third, the use of time in procedure text. The researcher asks the English teacher about input in developing this learning technique in the future, the English Teacher said:

“Secara keseluruhan sudah bagus. Sangat menarik cuman waktunya saja yang perlu diperhatikan lagi apalagi dikelas banyak siswa yang mondar-mandir kesana sini buat liat pekerjaan punya temannya yang lain. Nah perlu sedikit diberi perhatian si anaknya untuk bekerja dengan kelompoknya sendiri.”

Data sourced code: INT/ET-014 to ET-016 see appendix X)

[Overall it was good. It's very interesting, it's just the timing that needs to be considered again, especially in class, many students go here and there to see the work of other friends. So you need to give a little attention to students to working with his teamwork.]

In addition, based on observation, the time used by students who come forward needs to manage for students more focused on their work. The English teacher had observed when she saw implementing contextual teaching and learning through running dictation techniques in class. This technique was appropriately used and interesting to apply in teaching English. The English teacher provided the input to develop this technique so that it would even more effective in use, which was paying attention to the time. Every student who came forward must have a specified time duration so that students will be more conducive and focus on their teamwork.

Based on the investigation, this research concluded that the English teacher's response to learning techniques using contextual teaching and learning through running dictation had received a positive response from the teacher. This technique was appropriate for use in classes that require short text to convey the material to be taught. The use of this technique in general could encourage students to build good cooperation and communication with teammates.

b. Students' Responses Toward Teaching Reading Recount Text Using Contextual Teaching and Learning through Running Dictation

This section discussed the results of the students' responses to the implementation of teaching reading recount text using contextual teaching and learning through running dictation would be presented by students' for three meetings. The data were obtained after the research activity ended at the third meeting. The questionnaire consisted of 10 questions. The researcher used the Likert scale for each question there were five options answer points 1-5, namely for "strongly agree", "agree", "neutral", "disagree", and "strongly disagree". The questionnaire sheets were filled in by 29 students. The percentage of students' response indicators is presented in Figure 4.4.

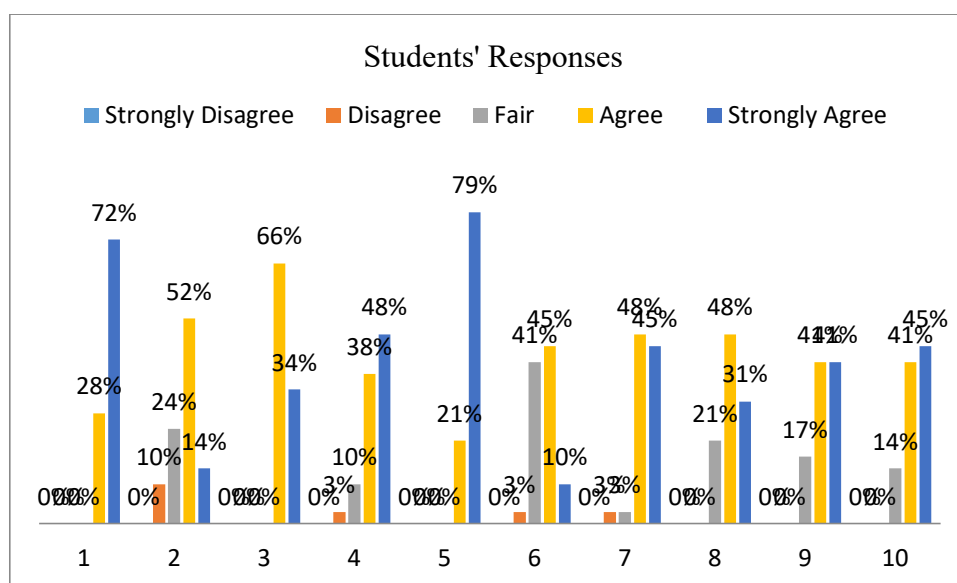


Figure 4.4 The percentage of students' responses

Based on Figure 4.4, the result showed that students' responses to the use of contextual teaching and learning through running dictation techniques received a positive response. Students felt enjoy with the use of contextual teaching and learning through running dictation techniques.

Statement one was about the learning recount text using contextual teaching and learning through running dictation about a high willingness to follow the learning. The analysis of statement one was 72% choose strongly agree, and 28% of students choose to agree that teaching reading recount text using contextual teaching and learning through running dictation was a very fun technique and make the atmosphere of the classroom did not bored.

Statement two was about the learning recount text using contextual teaching and learning through running dictation about students' ability to handle difficulties when participating in classroom learning activities. The analysis of statement two was 14% choose strongly agree, 52% of students choose to agree that teaching

reading recount text using contextual teaching and learning through running dictation could maintain their difficulties during a learning activity. 24% of students chosen neutral answers and 10% of students choose to disagree that students still had difficulties.

Statement three was about the learning recount text using contextual teaching and learning through running dictation about students' find easy to interpret the learning process. The analysis of statement three was 34% choose strongly agree, and 66% of students choose to agree that teaching reading recount text using contextual teaching and learning through running dictation was memorable for students while participating in learning activities.

Statement four was about the learning recount text using contextual teaching and learning through running dictation about the ability to understand recount text material easily. The analysis of statement four was 48% choose strongly agree, 38% of students choose to agree that teaching reading recount text using contextual teaching and learning through running dictation makes it easy for students to understand the material being taught. However, 10% of students chosen neutral answers, and 3% of students choose to disagree that this learning did not make them sufficiently understand the material presented.

Statement five was about the learning recount text using contextual teaching and learning through running dictation about the learning was interesting, fun, and not boring. The analysis of statement five was 79% choose strongly agree, and 21% of students choose to agree that teaching reading recount text using contextual

teaching and learning through running dictation could make students happy to participated in learning activities and made them more active in class.

Statement six was about the learning recount text using contextual teaching and learning through running dictation about the concept of learning that is easy to understand. The analysis of statement six was 10% choose strongly agree, and 45% of students choose to agree that teaching reading recount text using contextual teaching and learning through running dictation was made students understood the concept of learning. However, 41% of students had chosen neutral, and 3% of students choose disagreed that students needed quite a long time to understand the learning concepts they were following.

Statement seven was about the learning recount text using contextual teaching and learning through running dictation to get good achievements. The analysis of statement seven was 45% choose strongly agree, 48% of students choose to agree that teaching reading recount text using contextual teaching and learning through running dictation was made students had the motivation to improved their abilities. However, 3% of students choose neutral, and 3% of students choose disagreed that students might have problems outside of other factors due to a lack of desire to got good achievements.

Statement eight was about the learning recount text using contextual teaching and learning through running dictation about the improvement of students' critical thinking. The analysis of statement eight was 31% choose strongly agree, and 48% of students choose to agree that teaching reading recount text using contextual teaching and learning through running dictation made students' critical thinking

individually in solving the problem to convey their opinions and comprehension to their friends. And only 21% of students choose neutral.

Statement nine was about the learning recount text using contextual teaching and learning through running dictation about students' good communication and teamwork. The analysis of statement nine was 41% choose strongly agree, and 41% of students choose to agree that teaching reading recount text using contextual teaching and learning through running dictation could made students' work together well with their workgroups and been responsible for their work. And only 17% of students choose neutral.

Statement ten was about the learning recount text using contextual teaching and learning through running dictation about students' courage in expressing their opinions. The analysis of statement ten was 45% choose strongly agree, and 41% of students choose to agree that teaching reading recount text using contextual teaching and learning through running dictation was helped to made students' easier to convey their opinions to their friends or teachers. And 14% of students chosen to be neutral.

Based on statements from the explanation in figure 4.4 above, the conclusion from the student's response to the implementation of contextual teaching and learning through running dictation techniques received a good response from students', and students' agreed that the contextual teaching and learning through running dictation techniques could be used in reading comprehension classes. Of all the students' response indicators on indicators of attention, relevance, confidence, and satisfaction showed a good percentage for statements strongly

agree and agree. it meant that students responded quite positively to the implementation of teaching reading recount text using contextual teaching and learning through running dictation.

3. Students' Difficulties In Learning Reading Recount Text Through Running Dictation

These sessions presented the data to answer the third research question, which investigated what difficulties students faced in implemented these methods. To collected these data, the researcher gave an open questionnaire to 29 students which was conducted on February 17, 2020. The open questionnaire data skills to students' difficulties were organized and coded the results of the difficulties students faced while participated in research activities that last for three meetings.

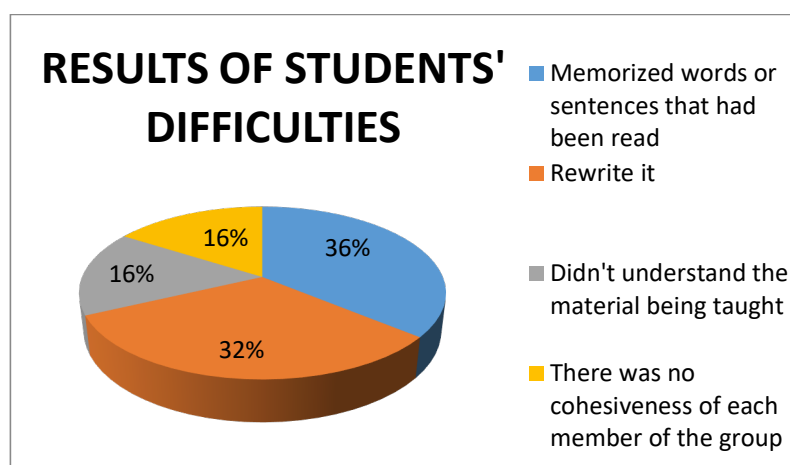


Figure 4.5 Students' difficulties

Based on figure 4.5, this research found that the difficulties of students divided into four categories of difficulties, namely, students' difficulty in memorizing English words and sentences, in rewriting sentences that had been

memorized, and in understanding the content of the recount text material, and students lack team cooperation.

First, there were 9 students 36% expressed their difficulties in memorizing the words or sentences they had read. It evidenced with STD-01's and STD-12's statements of which stated that:

STD-01: "*Harus membaca text dengan cepat dan harus hafal.*"
[I have to read the text quickly and must memorize it.]

STD-10: "*Temannya sering lupa tentang apa yang sudah mereka hafal.*"
[My friends always forget to memorize the sentences that had been read.]

(Data source code: STD-01/STD-12 see appendix X)

Based on the statement above, students admitted the difficulties that students faced during participating in learning activities with this technique. The difficulties were reading a recount text quickly and had to memorize the words or sentences that had been read. This running dictation technique made students had to memorize what students read because students had to remember the words or sentences they had been read, thus they could report them to the writer. This would improve students' ability to remember.

Second, there were 8 students (32%) who expressed their difficulty in writing the word or sentence from the text they had been read. It evidenced with STD-15's and STD-19's statements of which stated that:

STD-15: "*Menuliskan kata-kata nya kembali.*"
[I can't rewrite the words]

STD-19: "*Menuliskannya kembali agak susah bu.*"
[I can't rewrite it, it's very hard Miss.]

(Data source code: STD-15/STD-19 see appendix X)

Based on the statement above, students admitted the difficulty faced was rewriting the sentences they had been read. That was because the running dictation technique used four English skills at once, where the runners had to read the text and reported to the writer, after that the writer had to listen and had to rewrite it.

Third, there were 4 students (16%) who expressed their difficulties in understanding the material. It evidenced with STD-10's and STD-20's statements of which stated that:

STD-10: "*Kesulitan memahami kosakata yang ada di recount text*"
[I have difficulty in comprehension the vocabulary in the recount text]

STD-20: "*Sedikit tidak mengerti dengan materinya.*"
[I don't understand to the material.]
(Data source code: STD-10/STD-20 see appendix X)

Based on the statement above, students admitted that the difficulty they faced was understanding the text material being taught. Students had difficulty in understanding the text posted in front of the class, they need to understand the contents of the text so that they would understand what they were learning.

Fourth, there were 4 students (16%) who expressed their difficulties in working with their group members. It evidenced with STD-07's and STD-09's statements of which stated that:

STD-07: "*Sulit bekerjasama dengan kelompok.*"
[Difficult to work with the group.]

STD-09: "*Tidak ada kerjasama kelompok yang baik.*"
[There is not good teamwork cooperation.]
(Data source code: STD-07/STD-09 see appendix X)

Based on the statement above, students admitted to their difficulties in cooperating with their teamwork. Based on the observation by the researcher conducted in class, this was because students were not in the same group at each meeting.

Based on the investigation of the difficulties faced by students, this research concluded that the difficulties faced by students in participating in learning activities used the running dictation technique was memorized words or sentences that have been read. Students should more relaxed to read and comprehend text until they understand every word and statement because the emphasis on learning reading comprehension was to find out the extent to which students understand the recount text they read. Students focused too much on how many they were able to memorize as many words as possible, then reported to the writer when they had read, and the writer had to rewrite it. The main cause of difficulty for them to memorizing the words or sentences that had been read but based on their backgrounds who had little knowledge of English vocabulary. There were not cohesiveness of each member of the group. The researcher determined the selection of group members by counted and at each meeting, the group members would be different. To avoided groups that contained only students who are the most excellent or less in English subjects in one group.

B. Discussion

This section presented a discussion of the results. There were three research questions investigated in this study. This discussion was focused on answering three research questions. The first was about the implementation of scenarios in teaching

reading recount text using contextual teaching and learning through running dictation. The second was about teacher's and students' responses toward the implementation of teaching reading recount text using contextual teaching and learning through running dictation, and the third about the students' difficulties in learning reading recount text through running dictation.

1. The Implementation of teaching reading recount text using Contextual Teaching and Learning through Running Dictation

The implementation of the learning scenario in class VIII H at the first, second, and third meetings has been carried out following the planned learning scenario steps. The used of the Contextual Teaching and Learning approach at the beginning of the pre-activity aimed to stimulated students about the experienced they might have experienced in the past, and these were related to the material that the researcher took, namely “recount text” material, then the researcher adjusted by chosen a story theme from the material. recount text that would be taught through running dictation techniques. At each pre-activity, in the three meetings, stimulation steps would be taken by building communication between the two participants between the teacher and students. And it was proven that the implementation of contextual teaching and learning was appropriate at the second and third meetings, the researcher gave the students the opportunity without coercion to share their experiences a little, and three students dared to come forward to tell their experiences in the past to their friends regarding the theme of the recount text material to would be learned in the whilst-activity. This was line in with Aziz & Dewi (2019) of who stated that contextual teaching and learning as an educational process system that could help

students looking the purpose of learning material being studied, was connected to the context of their daily lives, habits that were carried out, such as personal, social, and cultural conditions of the place.

The implementation of learning scenarios in teaching reading recount text using contextual teaching and learning through running dictation at the first, second, and third meetings had appropriate. Running dictation was an interesting learning technique to use in reading comprehension classes. This was in line with (Aini,2015) running dictation that could improve students' reading comprehension skills. The procedure of running dictation had been implemented following the steps of the learning scenario that had been prepared previously, the use of running dictation techniques was very easy to apply because the researcher did not need many tools to implement it. It was cheap. This was in line with Milne (2014, p.1) of which stated that you did not need a lot of or expensive resources. A pen, a piece of paper, and some sticky tape would do in a pinch. The researcher did not found any difficulty in implementing these methods because the students were very cooperative. Running dictation techniques made learning activities had an atmosphere that made students seem happy to did their work. Students had known what to do, to build communication with their friends, and to work together to finish their work. The division of tasks was easy, there were only a few runners and one who was in charge of rewrite the text.

2. Teacher And Students' Responses Toward The Implementation Of Teaching Reading Recount Text Using Contextual Teaching And Learning Through Running Dictation

English teacher's response and students' responses to learning techniques using contextual teaching and learning through running dictation was positive. The response was good from the teacher to the use of contextual teaching and learning through running dictation by stating that this technique was a very fun technique when applied in reading comprehension classes, and made the students competed to show the results of their group work. She also thought that it was a good idea to relate the material to student experiences. This was line in with Toda et al (2019) of which stated that the teacher could create teaching material with the concept of linking material taught in a context relating to experiences that students might have experienced before. The running dictation technique could be a technique suitable for use in reading comprehension classes. This technique was appropriate for use in classes that require short text to convey the material to be taught. The use of this technique in general could encourage students to build good cooperation and communication with teammates. This was in line with Nasution (2019) of which stated that running dictation could improve students' abilities in studying the material provided by educators or teachers, this technique was useful for increasing student enthusiasm for learning, could improve students' listening skills, could improve students' speaking skills, could improve students' communication skills, and could improve student creativity during the participating process of learning activities. Students seem to enjoy learning activities well during the implementation of this technical technique in class. This was in line with Zulkifli (2014) & Mariana et al (2018) of which stated that the use of running dictation techniques not only made learning fun but this technique could make four English skills usable at once.

And besides that, running dictation was a technique that interesting and challenges, therefore students feel motivated in completing their tasks (Gustiani & Yulia, 2014).

3. Students difficulties in learning reading recount text through running dictation

In this research had been conducted, the researcher found difficulties faced by students while participating in learning activities using running dictation. Based on the finding results of the difficulties faced by students above, the conclusions that the difficulties faced by students in participating in learning activities used the running dictation technique were students find difficult to memorized English vocabulary, students find difficult to rewrite sentences that had been memorized, students find they did not understand the content of the recount text material posted in front of the class, and students find a lack of team cooperation because the team was different with the previous team. Running dictation made students have to remember what they had read because students as the runner had to report it to the author. However, in reality, students had difficulties in remembering what they read and had to report it to the author. This was because the students' knowledge of English words or sentences still feels strange for students to read and remember. This was in line with Sinta (2018) of which stated that students had difficulty reading due to limited vocabulary, grammar, lack of background knowledge of English. It was line in with Kadir (2011) of which stated that reading difficulties primarily occur because English text material combined linguistic and cognitive abilities. Therefore, when students had read an English text, it was different from

the language that students used in daily life. At least students had to understand the meaning of the text in general by using their cognitive abilities so that even though students had limited knowledge of vocabulary, reading comprehension made it easier for students to find the meaning of the text content by remembering the words students read. This was in line with Prihastusi (2013) of which stated that the strategies used by readers in manipulating text to achieve an understanding of what was read, that was called cognitive processes. This was in line with Zhang (2010) of which stated that this cognitive strategy was to predict used prior knowledge, recognized specific patterns to determine the text organization, self-questioning, made a summary, note-taking the main idea, and specific points, translating, inferencing, and transferring. Thus, the running dictation technique that was implemented in the classroom still effective in reading comprehension classes, because during the learning activities students were able to present their understanding of the text students had read and presented in the Indonesian language. The difficulties in the rewrite, it was based on what the writer listened to from the runner and what the runner reported to the writer, then the writer had to rewrite the text, it was very difficult to rewrite the English words that from what was heard. This happened because the running dictation technique used all four English skills at the same time. Of course, this was a challenge for students who get assignments, either a runner dictation or someone who was the assignment for writing the text, if both of them had good enough knowledge of English vocabulary it would make it easier for students' to increase their four skills in English, especially to reading comprehension. Thus, the use of running dictation in reading

comprehension classes would cooperatively because they had knowledge of English which then made it easier for them to understand the text content of the recount text material. This was in line with Milne (2014) running dictation is a multi-skill activity that integrates the macro-skills of speaking, listening, reading, and writing, students could take part in the same activity at the same time.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presenting the research conclusion and provide some suggestions for further research in using contextual teaching and learning through running dictation technique in reading comprehension classes.

A. Conclusion

Based on the results and discussion, this research concluded three conclusions as follow:

1. The implementation of teaching reading recount text using contextual teaching and learning through running dictation was in accordance with the learning scenario because all aspects from pre-activity, whilst-activity to post-activity have been completely completed and checked by the English teacher. This could be proven by the participation of students during the learning process in pre-activity (learning stimulation), while-activity (core learning activities), and post-activity (reviewed the material that had been taught), involved students to be actively involved and participated in learning activities of Teaching reading recount text using contextual teaching and learning through running dictation.
2. Teacher and students' responses to teaching reading recount text using contextual teaching and learning through running dictation were positive. Students dared to share their experiences with their friends in pre-activity activities. Students could understand the contents of the text posted in front of the class and been able to present and retelling what they had understood from the text. This was supported by questionnaire data which showed that the

learning was appropriate against teaching reading recount text using contextual teaching and learning through running dictation. The teacher also agreed with teaching reading using contextual teaching and learning through running dictation because this method was interesting in linking the material to be studied by involving students' experiences.

3. There were four difficulties faced by the students, namely, students find difficult to memorized English vocabulary, students find difficult to rewrite sentences that had been memorized, students find they did not understand the content of the recount text material posted in front of the class, and students find a lack of team cooperation among each teamwork. This problem had been discussed by the researcher in the discussion related to the findings of the researcher, in which the researcher concluded that the main cause of the difficulties faced by the students was more on the limitations of students' knowledge in English and the vocabulary.

B. Suggestion

This research suggested three suggestions that conveyed in-depth to the teacher, students, and further researchers to developed learning methods using contextual teaching and learning through running dictation in reading comprehension classes.

1. For the English Teacher

It was recommended that teachers use contextual teaching and learning through running dictation in reading comprehension classes, to developed and varied learning. The researcher conducted this research with the entitled "Teaching Reading Recount Text Using Contextual Teaching And Learning Through Running

Dictation" because the researcher felt very interested based on previous studies which showed excellent results from the research in using contextual teaching and learning approach and the use of running dictation techniques. However, in these study, the researcher focused on how these running dictation technique could be applied in reading comprehension classes because the researcher had not found much research using running dictation techniques in reading comprehension classes, moreover it was inserted into the pre-activity contextual teaching and learning approach was to stimulate students before implemented core activities. the running dictation procedure was executed in the while-activity. The researcher suggested to the teacher if this learning method was applied in the reading comprehension classes, to paying more attention to time management and student management.

2. For the Students

Students should focus on and paying attention to the explanation given by the teacher that they can understand an in-depth explanation of the material had been taught. If you had anything to asked don't hesitate to ask the teacher.

3. For the Next Researcher

The further researcher could use this research as a reference to develop this research or it could also be a basic referenced material for conducting a study.

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