



**IMPROVING STUDENTS' WRITING ABILITY
THROUGH RUNNING DICTATION GAME
AT GRADE VIII OF SMP N 5 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fullfilment of the Requirement for the Degree of
Education Scholar (S. Pd) in English*

Written By:

FITRI YAMARATUSSHOLIAH

Reg. Number: 15 203 00027

ENGLISH EDUCATION PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2019



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2019



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THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Thesis : *Improving Students' Writing Ability Through Reading Dictation Game at Grade VIII of SMPN 6 Padangsidimpuan*

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LETTER OF AGREEMENT

Term Munasqsyah
Item a.n Fitri Yamaratussholihah
7 (seven) exemplars

Padangsidempuan, Desember 2019
To
Dean Tarbiyah and
Teacher Training Faculty
In-
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Assalamu'alaikum Wr Wb

After reading, studying and giving advice for necessary revision on thesis belongs to *Fitri Yamaratussholihah*, entitled "*Improving Students' Writing Ability Through Running Dictation Game at Grade VIII of SMP N 5 Padangsidempuan*". we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

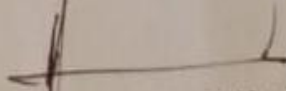
Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr Wb

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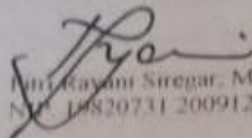


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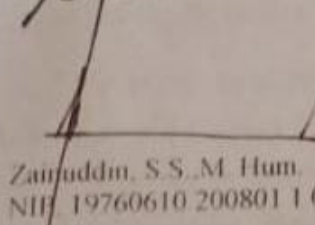
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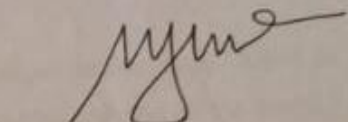

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Padangsidempuan, October 2019

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ABSTRACT

The problems of this research were: 1). Students still difficult and confused to use structure grammar in writing, 2). Students still low about mastery vocabulary , 3). Students can't develop vocabulary in writing . Therefore, this research purposed to examine that by using running dictation game can improve students' writing ability at SMP N 5 Padangsidempuan.

The method used in this research is classroom action research, that consisted of two cycles. This research used model proposed by Kemmis that involved four steps were plan, action, observation, and reflection. Participants of this research were the class of VIII-1 consisted of 30 students and also there was collaboration with an English teacher. Meanwhile, the data was derived among from writing tests, observation sheets, and also interview guidance.

Based on the research result, showed the improvement mean score of the students, the first test in the first cycle was 61.5, and second test in the second cycle was 72.16. It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation sheets stated that the students got improvement and the students more active and interested in learning process. Related to the interview result, it could be known that students' writing ability had improved. It indicated that the application of the running dictation game improved students' writing ability.

Keywords: writing skill, running dictation game

TABLE OF CONTENTS

	Pages
TITLE PAGE	i
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	ii
LETTER OF AGREEMENT.....	iii
DECLARATION LETTER OF WRITING OWN THESIS	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY.....	v
SCHOLAR MUNAQOSYAH EXAMINATION	vi
ABSTRACT.....	vii
AKNOWLEDGMENT.....	viii
TABLE OF CONTENTS.....	ix
LIST OF APPENDIXES.....	x
LIST OF TABLES.....	xi
LIST OF CHART.....	xii
LIST OF FIGURE.....	xiii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem.....	4
D. Definition of Operational Variables	5
E. Formulation of the Problem.....	5
F. Purposes of the Research	5
G. Significances of the Research.....	6
H. Outline of the Thesis.....	7
CHAPTER II THEORETICAL DESCRIPTION	
A. Theoretical Description.....	8
1. General Concept of Writing	8
a. Definition of Writing	8
b. Steps of Writing	9
c. Concept of Writing Ability	11
d. Purpose of Writing.....	13
e. Teaching Writing	14
f. Writing Evaluation.....	15
2. General Concept of Running dictation game	17
a. Definition Of Running Dictation Game.....	17

b. Procedures To Use Running Dictation Game	18
c. Advantages To Use Running Dictation Game	19
d. Disadvantages To Use Running Dictation Game	20
e. Steps of Teaching Writig Through Running Dictation Game	20
B. Review of Related Findings	21
C. Conceptual Framework	25
D. Hypothesis of the Research	26

CHAPTER III RESEARCH METHODOLOGY

A. Place and Schedule of the Research	27
B. Research Design	27
C. Participant.....	28
D. Procedures of the Research.....	29
E. Instrumentation Collecting Data	34
F. Technique of Data Data Analysis	36

CHAPTER IV RESULT FINDINGS

A. Description of Data.....	39
B. Discussion of the Result	61
C. Threats of the Research.....	63

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	64
B. Suggestion.....	64

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF APPENDIXES

- Appendix 1 : Lesson Plan Cycle 1
- Appendix 2 :List of Test Cycle 1
- Appendix 3 : Lesson Plan Cycle 2
- Appendix 4 : List of Test Cycle 2
- Appendix 5 : Observation Note Sheet Students' Activities in Teaching Learning
Process Classroom Action Research First Cycle
- Appendix 6 : Observation Note Sheet Students' Activities in Teaching Learning
Process Classroom Action Research second Cycle
- Appendix 7 : Teacher Observation Sheet in Teaching Learning Process Cycle 1
- Appendix 8 : Teacher Observation Sheet in Teaching Learning Process Cycle 2
- Appendix 9 : Table Students' Writing Score in Cycle 1
- Appendix 10 : Table Students' Writing Score in Cycle 2
- Appendix 11 : Table Detail Comparison Students' Writing Score Based On Test in
Cycle 1 and Cycle 2
- Appendix 12 : Table Observation Sheet Comparison in Cycle 1 and Cycle 2
- Appendix 13 : Interview Guidance Comparison in Cycle 1 and Cycle 2
- Appendix 14 : Documentation

LIST OF TABLES

	page
Table 1 : Indicators of Writing score.....	16
Table 2 : Problem and solution in cycle 1.....	43
Table 3 : Students' Writing Score in Cycle 1.....	46
Table 4 : Students' Indicators Mean Score in Cycle 1.....	48
Table 5 : Students' Writing Score in Cycle 2.....	54
Table 6 : Students' Indicators Mean Score in Cycle 2.....	56
Table 7 : The Comparative Score of The Students Achievement Between Cycle 1 and Cycle 2.....	58
Table 8 : Students Mean Score Writing Descriptive..... text in Cycle 1 and Cycle 2	60

LIST OF CHART

	Page
Chart 1 : The Students Writing Mean Score..... based on Indicators in Cycle 1	49
Chart 2 : The Students Writing Mean Score..... based on Indicators in Cycle 2	57
Chart 3 : Improvement of Students' Indicator..... writing in Cycle 1 and Cycle 2	60
Chart 4 : Comparison Mean Score in Cycle 1 and Cycle 2	61

LIST OF FIGURE

	Page
Figure 1 : Research Conceptual Framework of	26
Figure 2 : Action Research Spiral.....	30

CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four language skills in learning a language no exception in English, such as listening, speaking, reading and writing. Writing is one of skill in language teaching and it is important to learn because writing is about expressing ideas into sentence or paragraph. However, it needs ability to express those ideas. In writing ideas, we need sentence patterns, such as, simple present tense, simple past tense, passive voice, and we also must use correct punctuation, such as using capital letter in the first sentence then using full stop in the end of sentence.

Writing is a skill that expresses feeling using written. Writing is included to productive skill. Productive skill is developing ideas through knowledge and vocabulary from the writer. Writing also important in education, by writing students can tie the knowledge given into notes. They also can make some ideas occur in their minds into a writing product. Writing is process of creating, organizing, writing and polishing. It means in the first step, students create ideas. In the second step, they organize the ideas. In the third step, they write a rough draft and finally polish their rough draft by editing and making revisions.

In this case, writing is one of language skill that should be taught to the students. Writing is the activity of the writer to express their idea in written form. In writing, the writer must understand what he/she wants to write. Therefore, the content of the writing will be understood by the reader. Indeed, to write a good

product is not easy. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. The writer must be able to structure and integrate information into cohesive and coherent paragraph and text. In writing, there are numbers of aspect that must be considered to make the information inside the paragraph and text cohesive and coherent.

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures and appropriate strategies for planning, composing, reviewing, and revising written language. The ability to generate ideas and organize appropriate content for writing also needs some measures for creativity and imagination. Writing is a process of exploration that offer benefit to students and content area teachers alike. As students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers. It means that writing can convey the benefit between teachers and students as process of exploring the ideas during learning in the class.

There are many factors that make students do not want to practice their target language, especially in the form of written communication. First, students got lack of ideas when they try to write. The second, students have low to get opinions and develop vocabulary in sentences. The last, students have grammatical error .

To solve those problems mentioned above, the English teachers need to be realize that writing should be taught in various ways and manners so that the

students are interested in studying. The teachers should also stage the writing tasks from the simplest level to the more complex one, so that the students are not frustrated with writing. That is why writing might be considered as the most difficult skills for the students in every grade because the students confused about what they will write. Beside that, students feel bored with the learning method given by the teacher which not be always monotone. Therefore, teachers have to do an interesting teaching learning process in class to get attention from their students and give motivation to write.

Students problems in grade VIII-1 of SMP N 5 Padangsidempuan were they still difficult and confused to use structure grammar in writing. Students still low about mastery vocabulary. Students can't develop vocabulary in writing.

In this study, the researcher provides a solution for the students to motivate their self to write using game. The researcher hopes this strategy by applying as a game, got effect positive impact in students writing skills. The researcher offers to use running dictation game. Running dictation is a fun reading, listening, and writing task that the first learnt about from classic book *Dictation: new methods, new possibilities* by Paul Davies and Mario Rinvolueri". So running dictation is an activity that is done in the small group, running dictation is not means dictation itself, but also means variation activity for teaching English skills, where students can learn in group, run ,tell, and write what they have read.

Running dictation game expected to be useful to facilitate the students in developing their writing achievement. Running dictation is the technique where the students work in group to dictate the sentence, there is a runner and the writer in each group. Running dictation as an appropriate technique in teaching learning writing, because this activity improved the students' writing ability correctly and develop the students' cooperation in a small group to solve the problems in learning writing.

Running dictation is an effective activity that can be implemented in teaching learning, listening, speaking, reading and writing. It had been revealed by previous research conducted by Resta Putri, et.al about increasing students' listening achievement through running dictation. Based on those explanation, the writer used running dictation game to improve students' writing ability at grade VIII of SMP N 5 Padangsidempuan-Tapanuli Selatan.

B. Identification of the Problem

Based on the background above, problems at grade VIII-1 of SMP N 5 Padangsidempuan as follows: students still difficult and confused to use structure grammar in writing. Students still low about mastery vocabulary. Students can't develop vocabulary in writing.

C. Focus of the Research

Based on the above of problems, the researcher only focus to the students' structure grammar error, lack of mastery vocabulary, then the researcher used running dictation game as the technique to solve students problem in writing ability.

D. Formulation of the Problem

Here, based on the limitation of the problem the researcher formulate the problem as: What are students' writing ability improvements learning through running dictation game?

E. Aim of the research

Based on the formulation of the problem, the aim of the research are as follows: To know what is students' writing ability improvements through running dictation game.

F. Significant of the research

There are many significances of this research, may be for future researcher, students, science and also for teachers, this research is useful for:

1. Head master, to motivate the English teachers to teach English best
2. English teachers, to develop their capability in writing and can make in more enjoyable and interesting
3. Researchers, to further same topic of the research
4. Students, to develop their writing ability and make them interested in learning

G. Defenition of the terminologies

1. Writing ability

Writing is away to convey his or her views and a tool of written communication between the writer and the reader by using correct procedure like as creating, organizing, writing and polishing in order that the reader

understand the message of information sent. Therefore, students' writing ability is an activity to develop idea on paper and transform thought to words.

2. Running dictation game

Running dictation is a fun game to improve students' writing ability, this game is also done of six writing steps from assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft. Running dictation is a short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or groups. Wan Chai says running dictation can build up their note taking and writing.

H. Indicator of Action

Action research is systematic inquiry by teacher, researcher, principals, schools counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how the taught, and how well their students learned. This information is gathered with the goal of gaining insight, developing reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved.

Action means the activities that would be done. The researcher would make the teaching program, lesson plan and also technique that use to teach writing to the students, in the end of the actions that have been done. In this research, the researcher collaborated with teacher to become a team work who together to solve students' problem in increasing writing skill through running dictation game.

I. Thesis Outline

The formation of this research can be divided into five chapters, moreover every chapter consists of sub chapters with detail as follow:

Chapter I, consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose and significances of the research, definition of the key terms, and indicator of action.

Chapter II, review of related literature consists of the theoretical description which explain about writing, running dictation game, review of related findings, conceptual framework and also hypothesis of action.

Chapter III, research methodology, and it consists of location and schedule of the research, research design, participant of the research, procedures of the research, instrument of collecting data, and technique of data analysis.

Chapter IV, result of the research. The result of the research consists of the description of the data, comparing the action result, and last analyzing the research result.

Chapter V, the last chapter consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. General Concept of Writing

a. Definition of Writing

Writing is the product of thinking, drafting, and revising procedures that requires specialized skills.. Another definition of writing according to Caroline writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.¹ So, Writing is the process of putting ideas down on paper to transform thoughts into words, to sharpen the main ideas, to give them structure and coherent organization.

There are many experts give definition about writing first, Harmer said: writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught.² Spoken language for a child is acquired naturally because of being exposed to it, where the ability to write has to be consciously learned. Thus, it is stated that writing is one of

¹Caroline Coffin et al., *Teaching Academic Writing* (New York: Routledge, 2003).

²Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004).

language skills which combine the process and the productive skill that can be used to preserve thoughts, ideas, and speech sounds.

Second, White stated that writing is the process to learn how to express the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn.³ Writing is a discovery process, it involves discovering ideas, and discovering how to organize them and discovering what are you want to put to your readers. Further, Patel and Jain stated writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.⁴ It become an important aspect of students expression at higher stage. Based on the statement above, it be concluded that writing is one of the four skills of listening, reading, speaking. Writing is a way to convey his or her views and a tool of written communication between the writer and the reader by using correct procedure like as creating, organizing, writing and polishing in order that the reader understands the message or information sent.

b. Steps of Writing

Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are:

³White & Arndt, *Process Writing (Longmans Handbooks and Language Teachers)* (England: Longman, 1991).

⁴M.F. Patel Praveen M. Jain, *English Language* (Jaipur: Sunrise Publishers & Distributors, 2008).

1. Assessing the Assignment

Every college or university class is going to have writing assignments with different purposes, so the first step in the writing process is to understand exactly what the professor wants on a particular assignments. Another important is to know the source of information. The source of information should be ideas, knowledge, and thoughts.

2. Generating Ideas

The purpose of this step is to think a certain topic and generate as many ideas as possible. There are many ways to do this; two of the most effective are brainstorming and freewriting.

a). Brainstorming

The purpose of brainstorming is to think about and write down a lot of ideas. It can be done individually or in groups. And it is important to note all the ideas. This is not the time to evaluate how good or bad they are.

b). Freewriting

Freewriting is similar to brainstorming. It is started with a word or a phrase and write down anything that is related to the topic. The most important aspect of freewriting is not to allow stopping writing.

3. Organizing Ideas

Two methods to organize are topic outline and tree diagrams.

a) Topic Outline

One way to organize ideas is to outline the points. To write a topic outline, we first have to decide what the main idea of the paragraph is. We should write that ideas as a sentence or just a few words on the top of paper. All we need are a few words that will help us remember what is going to write. Like brainstorming and freewriting, an outline is just for us, not for anybody else.

b) Tree Diagram

Some people prefer a more visual kind of outline format called tree diagram. It start with the main idea and then make branches to points that support the ideas.

4. Writing a First Draft

Once we have our ideas generated and an organizational pattern to follow, we can write our first draft. Good writers should make sure to read their writing carefully in order to make changes and corrections before they consider it finished.

5. Rewriting

Rewriting is the one of the steps in writing process that is very crucial because it has been constructed by all aspects of writing such as ideas, vocabulary, punctuation, grammar, style, and quality of expression in a completing paragraph. Rewriting consists of two separate processes: revising and editing.

a) Revising

Revising is of the first part of the rewriting. We may start revising as soon as we finish writing, or, better yet, set our paragraph aside for a while and go back to it later.

b) Editing

The other aspect of rewriting is editing. When we edit, we check to make sure the spelling, capitalization, punctuation, vocabulary, and grammar are correct. Editing is somewhat mechanical because we are basically following rules. Becoming a better writer is a process of combining these two aspects of rewriting in order to best communicate what we want the readers to understand.

6. Writing the Final Draft

Writing the final draft is the last step in writing process. Keep in mind that any of the steps can be repeated at any time. Do not forget to write our final draft using paragraph format. Be sure to add a title. Students have to apply the six steps of writing to get a better product in writing. The six steps of writing above help students and the other writers to write well because those steps are started from collecting ideas to create the ideas become paragraphs.⁵

Therefore, the emphasis is on the process of writing rather than the finished product. If the students can collect their ideas or what they have thought and move those ideas into a piece of paper, it means that they are able to finish their writing project. It goes without saying that their writing skill has been improved well because writing is not only about high skill, but it is also about a lot practices.

c. Concept of Writing Ability

Writing is regarded as an extension of grammar – a means of reinforcing language pattern through habit formation and testing learners' ability to produce well formed sentences. Therefore, writing is a complex process, which the students not only explore ideas and concrete to be realizes in a text but also test of students' ability to make a writing correctly.

⁵K. Hyland, *Second Language Writing* (USA: Cambridge University, 2003).

Writing ability is the skill of a writer to communicate information to a reader or group of readers. So, writing ability is an ability to convey ideas between the reader and writer. In writing, there are five aspects that must be ordered by writer to make a good writing. It is needed to give clearly of information that as the writer means.

Brown gives some tips that can help to improve writing ability:

1. Use acceptable grammatical systems (e.g tense, agreements, pluralization, patterns and rules);
2. Express a particular meaning in different grammatical forms;
3. Use cohesive device in written discourse;
4. Use the rhetorical forms and conventions of written discourses;
5. Appropriately accomplish the communicative functions of written texts according to form and purpose;
6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, give information, generalization, and exemplification;
7. Distinguish between literal and implied meaning when writing;
8. Correctly convey culturally specific references in the context of the written text;
9. Develop and battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer, and instructor feedback and using feedback for revising and editing;
10. Brush up on grammar and style.⁶

Based on those explanations, the writer concludes that writing ability to express ideas or thought in written form with prepare use of such aspects of writing as content, organization, vocabulary, language, and mechanics.

⁶H. Douglas Brown, *Teaching by Principles, Second Edition* (San Fransisco California: Pearson Education, 2000).

d. Purpose of Writing

As the matter of fact, the purpose of writing is very important, since it will decide the quality of writing itself. As Harmer stated that the first thing the authors should do before writing is considering the purpose of their writing.⁷ Since it will influence not only the type of text they wish to create, but also the language they use, and the information they choose to include.

Furthermore, Sean stated that knowing your purpose before you put pen to paper or fingers to keyboard, it will ensure whatever words fall in front of your reader's eyes. It is a part of an overall structure that is carefully chosen to avoid inappropriate readers' response. For instance, when the author wants to write a text for children, the language that is used has to be suitable for children.

According to Penny Ur "the purpose of writing in principle is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing."⁸ It means that when the writers do their writing, of course they have some purpose. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

⁷Harmer, *How to Teach Writing*.

⁸Penny Ur, *A Course In Language Teaching: Practice And Theory* (London: Cambridge University Press, 1999).

Based on explanation above, purposes are to inform, to explain, to persuade, to entertain and to describe. It depends on the target reader and the purpose. In order to reach the purpose of writing, process of writing is also important.

e. Teaching Writing

The psycholinguist Lenneberg once noted on a discussion of “species specific” human behavior, that human being universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. It means learn to write if members of a literacy society and usually only if someone teaches us. Just as there are non-swimmers, poor swimmers, and excellent swimmers, so it is for writers. If it give levels for many writers, so there will be low level, medium level, and high level.⁹ Those who have lack of ideas and a lot of grammatical error are low level. Then, the medium level is those who can create paragraph well and the content is logical, their grammatical and sentences structures are good enough.

Trends in the teaching of writing in ESL and other foreign language have, not surprisingly, coincided with those of the teaching of other skills. It will recall from earlier chapters that as communicative language teaching gathered momentum in the 1980s, teachers learned more and more about how to teach fluency, not just accuracy, how to use authentic texts and contexts in the classroom, how to focus on the purpose of

⁹Broadman Chintya. A,& J. Frydeberg, *Writing to Communicate*. (New York: Person Education, 2002).

linguistics communication, and how to capitalize on learners intrinsic motives to learn. Those same trends and the principles that undergirded them also applied to advances in the teaching of writing in second language contexts. Over the past few decades of research on teaching writing to second language learners, a number of issues have appeared, some of which remain controversial in spite of reams of data second language writing.

Brown stated when the teachers give materials about writing, the teachers at least create a brainstorming to students in order to help them organizing and generating ideas.¹⁰ Therefore the students have no difficulty when they create a text. The teachers have to give them about the topic which is related to the materials that day. Beside that, the teachers have to explain about grammar, such as simple present tense, conditional sentence, passive voice, command, etc in order to avoid mistakes of students writing. It is also better to remind the students in using correct punctuation, capital letter, and vocabulary.

f. Writing Evaluation

Evaluation of writing is task. The task must be specifying the amount of time students will have to complete the writing. According to Arthur Hughes there are some criteria of writing assessment. The criteria of writing assessment is presented in the following table:

¹⁰Brown, *Teaching by Principles, Second Edition*.

Table 1
Indicators of Writing Score

Aspects	Indicators	Score
Grammar	a. Few if any noticeable errors of grammar or word order	20
	b. Some errors of grammar or word which do not however, interfere with comprehension	15
	c. Error of grammar or word order fairly frequent occasional re-reading necessary for full comprehension	10
	d. Error of grammar or word order frequent, efforts of interpretation sometimes required an readers's part	5
Vocabulary	a. Use of vocabulary an idiom rarely (it at all) distinguishable from that of educated native writer	20
	b. Occasional uses in appropriate terms or relies in circumlocation, expression or ideas hardly impaired	15
	c. Uses writing or inappropriate word fairly frequently expression of ideas may be limited because of in adequate vocabulary	10
	d. limited vocabulary and frequent errors clearly hinder expression of ideas	5

Based on the table above, researcher only focus on grammar and vocabulary, because students have problems in mastery vocabulary and structure grammar.

2. General concept of Running Dictation

a. Defenition of Running Dictation

Running Dictation is an amazing technique which involves all of English skill from listening, speaking, reading and writing. Running dictation is the one of technique besides dictogloss and both of them are including dictation method. Although dictation method is seen as an old technique by other people, but both techniques are quite amazing to apply in class. Running dictation isa type of dictation. According to Wan Chai, running dictation is an activity for pupils who enjoy moving around and working in teams.¹¹They have to read and memorise a short text, tell the phrases /sentences to the other group member who will write down the text. Running dictation is also called wall dictation since a short printed text is usually posted on the wall. Based on explanation, the writer concludes running dictation is an activity that the students work in pairs, they have to read and memorise a short text and tell the sentences to the other member of group who will write down the text.

Moreover, Housesaid that running dictation is a physically exerting activity in which the students dictate a text to one another, and brings a communicative, dynamic and energetic element to a lesson.¹²It means that running dictation is one of activity which the students dictate one anotherthat brings communicative, dynamic and energetic element to a

¹¹Wan Chai, *Using Dictation To Develop Pupils' Listening And Writing Skills* (Hongkong: Education Bureau, 2011).

¹²Wan Cung House, *Using Dictation To Develop Pupils' Listening And Writing Skills*,(Hongkong: Education Bureau, 2011).

lesson in order to do not feel bored about technique that used by the teacher.

Nation says that running dictation is a short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small groups.¹³ One learner is the writer and the other is the runner who goes to the dictation text, memorises a short sentence, returns to the writer and retells it. Running dictation is an integrative learning activity which involves listening, speaking, reading and writing. Running dictation can build up their note taking and writing skills. It shows that, running dictation as an appropriate technique in teaching learning writing.

Based on explanation above, the writer make draw a conclusion that running dictation is an activity to dictate the sentence that the learners workin groups or pairs. There isthe runner and the writer. The runner must read and memorize a short sentence and the writer must write down what they have heard from their member group.

b. Procedure to Use the Running Dictation

Running dictation is one type of technique to teach writing correctly. In runningdictation, students work in groups. According to Nationteaching procedure used by the teacher in teaching writing by using running dictation technique are as follows:

1. Students work in small group that consist of three students in each group.

¹³I S P Nation and J Newton, *Teaching ESL / EFL*, ed. Routledge (Taylor&Francis, 2009).

2. One learner is the writer and the other is the runner who goes to the dictation text, memorise a short sentence, returns to the writer and retells it.
3. If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another and tells them what they have read.
4. The second student then runs to a third and does the same.
5. The third student in turn tells the scribe what they have heard.¹⁴

Furthermore, according to Wan Chai, there are different ways of conducting running dictation as follows:

1. The students working in teams.
2. The text is cut into discrete sentences. These cut-up are placed around the classroom.
3. One person is the writer and the other is the runner
4. The runner reads and memorises a short phrase or sentence of a text posted on the wall, runs to the writer and tell him/her the phrase or sentence. The writer writes down what he/she has heard from runner. The writer can ask the runner relevant questions about words, spelling and punctuation if needed.¹⁵

Based on explanation the procedure of teaching writing by using running dictation above, the writer concludes to use the procedure of teaching writing using running dictation by Wan Chai as follows:

1. The students working in teams
2. Text is cut into discrete sentences. These cut-up texts are placed on the wall around the classroom.
3. One person is the writer and the other is the runner.
4. The runner reads and memorises a short phrase or sentence of a text posted on the wall, runs to the writer and tell him/her the phrase or sentence. The writer writes down what he/she has heard from runner. The writer can ask the runner relevant questions about words, spelling and punctuation if needed.

c. Advantages to Use Running Dictation Game

According Madsen state that there are many advantages to use running dictation.

¹⁴Nation and Newton.

¹⁵Chai, *Using Dictation To Develop Pupils' Listening And Writing Skills*.

1. It can make them feel interested in learning writing.
2. It is easy to prepare
3. It can develop their English skills.
4. It can not feel sleepy in the learning process especially in writing.¹⁶

d. Disadvantages to Use Running Dictation Game

According to Madsen, there are many advantages to using running dictation.

1. It can be noisy because the students run very fast.
2. It can make the teacher busy to manage the students.¹⁷

Based on the advantages and disadvantages above, the writer concludes that running dictation has advantages such as it can make the students active in the learning process, make them feel interested in learning, especially in writing, can increase the students' writing ability in spelling words correctly and develop students' grammar in writing. On the other side, running dictation also has disadvantages such as the teacher can be busy to manage the students, but the teacher can avoid all of them with a good preparation before the learning process and the class can be noisy.

e. Steps of Teaching Writing through Running Dictation Game

Running dictation is a type of dictation. The steps of using running dictation game in the teaching learning process are:

1. The researcher divides the class into six groups and provides some rewards.
2. The researcher provides six pieces of text that are put on the wall.
3. The members of the group read the text line by line and dictate them to his/her friends in succession.

¹⁶S. H. Madsen, *Techniques in Testing* (England: Oxford University Press, 1983).

¹⁷Madsen.

4. This continues until every student get his turn to dictate the text to his friends and they finish writing the text.
5. When all the groups have finished, they sit down together and check the spelling and any missing words.
6. Finally, the students compare their version to the original and make any necessary corrections.
7. The teacher gives the reward to the group which becomes the winner, in other words this group succeeded in re-writing the text correctly and as fast as possible.

B. Review of Related Findings

Actually, there were some researchers related to this research. Many researcher had done research about students' writing ability through running dictation. The first, has been done by Nuralisah research in SMP Negeri 1 West Kota Agung she said the students' writing ability of SMP Negeri 1 West Kota Agung is still low especially in writing descriptive text.¹⁸ To solve this problem, the writer applied running dictation. Running Dictation is a short dictation text typed in a large font posted on the wall outside the classroom. In teaching learning by using running dictation the students work in small group that consists of three students. From the data analysis computed by using SPSS, it was obtained that Sig = 0.030 and = 0.05. It means Ha is accepted because Sig < $\alpha = 0.05$. It can beconcluded there is a significant influence of using running running dictation technique towards students' descriptive text writing ability at

¹⁸Nuralisah, "Towards Students' Descriptive Text Writing Ability" (Raden Intan State Islamic University Lampung, 2017), Http://Repository.Radenintan.Ac.Id/3071/1/A_Thesis_Full.Pdf.

first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018.

The second, thesis is written by Eka Widi Riyanti in State Institute For Islamic Studies (IAIN) Salatiga, she said there are some problems students in writing ability, such as the students feel difficulty to write because they confused about what they will write. Beside that, students feel bored with the learning method given by the teacher who always monotone.¹⁹The researcher provides a solution for the students so that they motivate their self to write. The researcher hopes by applying the game and strategy, it effect positive impact in students writing skill. It can be seen from the mean score of pre-test and post-test. In cycle I post-test is higher than pre-test: $72.67 > 62.32$. in cycle II: $86.78 > 77.50$. There is a significant improvement because $t\text{-test } 12.781 > t\text{-table } 2.051$. the same is also in cycle II, there is a significant improvement in cycle II. It is shown by $t\text{-test } 8.832 > t\text{-table } 2.051$. So, the students writing skill was improved by using Running dictation Game and Rapid Writing Strategy in teaching learning process.

The third, thesis written by Ghina Nur Ilma in Pasundan. Based on result, she said writing is the most difficult and complicated skill to be learned if it is compared to other language skills, especially for students of SMPN 11 Bandung.²⁰It is because of writing is not only mustering how to use language but

¹⁹Eka Widi Riyanti, "The Use Of Running Dictation Game And Rapid Writing Strategies To Improve The Students' Writing Skills Of The Eight Grade Students of MTs N Susukan" (2015), [http://e-repository.perpus.iainsalatiga.ac.id/1893/1/Eka Widi Riyanti 113-13-089.pdf](http://e-repository.perpus.iainsalatiga.ac.id/1893/1/Eka%20Widi%20Riyanti%20113-13-089.pdf).

²⁰Ghina Nur Ilma, "The Use Of Running Dictation In Improving Students' Writing Descriptive Text Ability" (2015), [Http//Repository.Unpas.Ac.Id/2163/1/107010025](Http://Repository.Unpas.Ac.Id/2163/1/107010025). Ghina Nur Ilma.Pdf.

also everything about what we are going to write and the way we arrange and write it. To solve the students' problem in writing the descriptive texts, one technique that can be used to help them better is through running dictation. The findings of the research were as follows; the result showed that the p-value obtained was 0.000. As mentioned before that if $p\text{-value} > \alpha$ the study accepts the alternative hypothesis (H_a). From the calculation it can be concluded that p-value was lower than the alpha ($0.000 < 0.05$), it implies that the study rejected the null hypothesis and accepted the alternative hypothesis. This indicates that there are significant differences between pre-test and post-test on running dictation, and based on the result of the questionnaire there were almost all of students (84, 00%) gave positive (+) responses toward the Running Dictation while only 20% students gave negative (-) responses to it.

The fourth, thesis written by Aldila Arin Aini in Semarang State University, she said the problem is the students of SMAN 1 Bawang is getting lack of ideas when they try to write paragraphs. To solve the problem the researcher focus my research on the use of running dictation in improving the students' ability in writing, especially in writing descriptive text.²¹ After being treated by using running dictation technique in cycle 1, the mean of the score goes up to 78.41. After reflecting and conducting the cycle 2, the students' average score improve again into 81.27. Finally, the students get the best score in post-test. It is 86.20. It also supported by the result of the questionnaire that

²¹Aldila Arin Aini, "The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text (An Action Research Of The Tenth Graders Of Sman 1 Bawang Banjarnegara In The Academic Year 2014-2015)" (2015), [Http://Lib.Unnes.Ac.Id/20360/1/2201410097-S.Pdf](http://lib.unnes.ac.id/20360/1/2201410097-S.Pdf).

the students are being helped by applying running dictation in writing descriptive text.

The last, thesis written by Fitri Nurdianingsih she said for most of the students, writing is the most difficult skill to master, because sometimes it is difficult to decide the words or even to produce a paragraph.²²To overcome the problem mentioned above, she used in teaching writing is running dictation. From the data taken from the result of the experimental group post test, it can be observed that the highest score is 83 and the lowest score is 64. the mean of the scores is 74.03, the mode is 64, the median is 74 and the standard deviation is 6.29. Meanwhile, the result of control group post test can be observed that the highest score is 76 and the lowest score is 60. the mean of the scores is 69.67, the mode is 72, the median is 72 and the standard deviation is 4.98.

Researcher can concluded that teaching writing be success by using running dictation game and structure ability of writing. In this case, the researcher also interested to do research about “Improving Students` Writing Ability Through Running Dictation Games At Grade VIII of SMP Negeri5 Padangsidempuan”. Researcher would like or find the differences or even the sameness from students but in the different location and different way in teaching writing although the same technique.

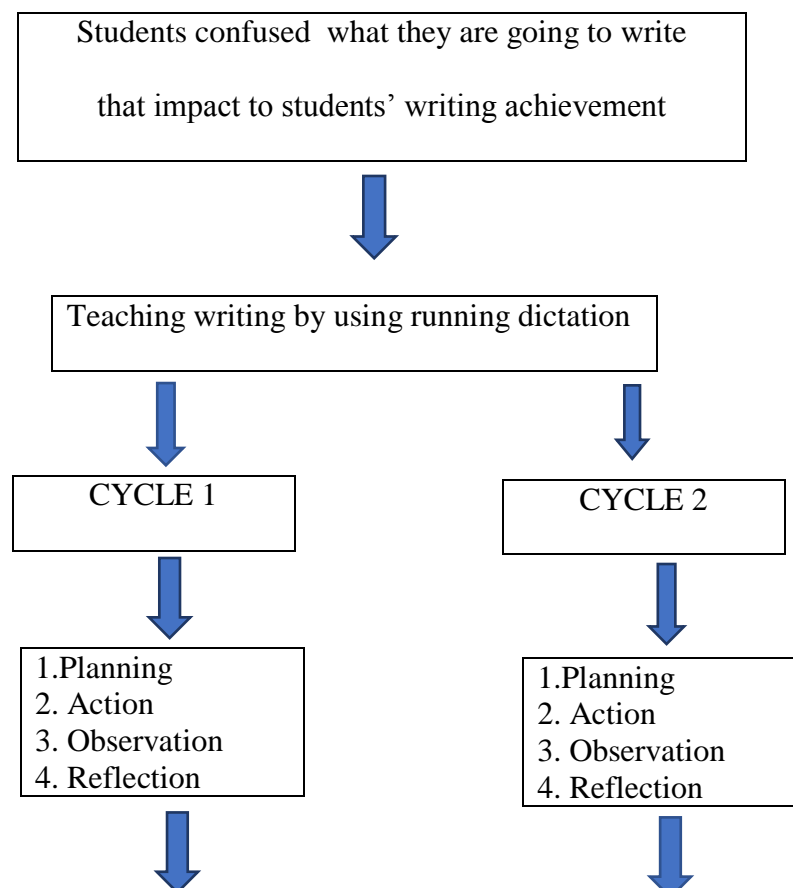
²²Fitri Nurdianingsih And Oktha Ika Rahmawati, *Running Dictation As An Effective Technique On The Teaching Writing Skill*, Vol. 2, 2018, [Http://jurnal.unimus.as.id/index.php/Ellic/article/download/3503/3334](http://jurnal.unimus.as.id/index.php/Ellic/article/download/3503/3334).

C. Conceptual framework

Conceptual framework is necessary used to show a certain assumption about research topic in order to arrange or organize the research problems, resolution, and its evidence criteria. At SMP Negeri 5 Padangsidempuan, the students of grade VIII-1 have problems, students still difficult and confused to use structure grammar in writing. Students can't develop vocabulary in writing. Students don't know about mastery vocabulary.

To solve the problems, researcher conducted classroom action research by using running dictation. The researcher applied two cycles in this research. The conceptual framework that will be do by researcher as follow:

Figure 1: Conceptual Framework



By running dictation game students' writing ability is improved

D. Hypothesis of the action

The hypothesis is needed to show the writer's thinking and expectation about outcomes of the research related to this study. The hypothesis of this reasearch state can be formulate as follow: "running dictation game can improve students' writing ability at grade VIII SMP Negeri 5 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the Research

This research is conducted at SMP Negeri 5 Padangsidempuan. This research is located at jln. Padang Matinggi. The subject of this research is the eighth grade of the students' at SMP Negeri 5 Padangsidempuan. The time of this research has been done from November 2018 up to October 2019.

B. Research Design

The type of research is CAR (classroom action research). This research is conducted to improve the teacher's practice in the classroom for writing ability, action research is carried out by people directly concerned with the social situation that is being researched. In the case of the social situation of a classroom, this means in the first place teachers who take professional responsibility for what goes on there.¹ While action research usually be initiated by teachers, sustainable improvements in classroom situations rarely be possible if other concerned persons are not won over to its purposes.

Based on gay and Eurasian classroom action research is a type a practitioner research that is used to improve practitioner's practice, and action is implies doing or changing something.² It means that, classroom action

¹Herbert Altrichter, Peter Posch, and Bridget Somekh, *Introduction to The Methods of Action Research*, (New york: Routledge, 2005), p.13
http://www.cad.unam.mx/programas/actuales/maestrias/maestria_form_cn_ec_SEIEM_2011/00/02_material/02_toluca/mod1/archivos/20_Teachers_investigate_

² L.R. Gay Eurasian, *Educational Research* (New Jersey: Prentice Hall Inc., 2011), p.29.

research is conducted which use to improve the teachers' practice in the classroom for teaching through running dicttion game. Classroom action research concerned to four steps; planning, observation, action, and reflection. Planning means the reflection of the action has done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done

In this research the researcher applied two cycles. Each cycle consist of two meetings, where each meeting consists of 2 x 45 minute. So, there are four meetings during research process. The required data will be collected by testing, observing, and interview. The main data will be observed by field notes as the quantitative data.

The researcher used classroom action research because by used this method, the researcher can identify the real problem faced by the students, and got the considerations to determine the best method in order to improve their writing skill.

C. Participant

The participant of this research are the students at grade VIII-1 of SMP N 5 Padangsidimpuan in academic year 2018/2019. The researcher choosed this class because the researcher found the problems of writing ability in this class. The total of the students in VIII-1 are 30. Moreover, there is collaboration with an English teacher SMP N 5 Padangsidimpuan.

D. Procedure of the Research

The action research was followed the model Kemmis and Robin. It was famous representation of action research “spiral” that contains four stages; planning, acting, observing, and reflecting. The model is described in the following figure:

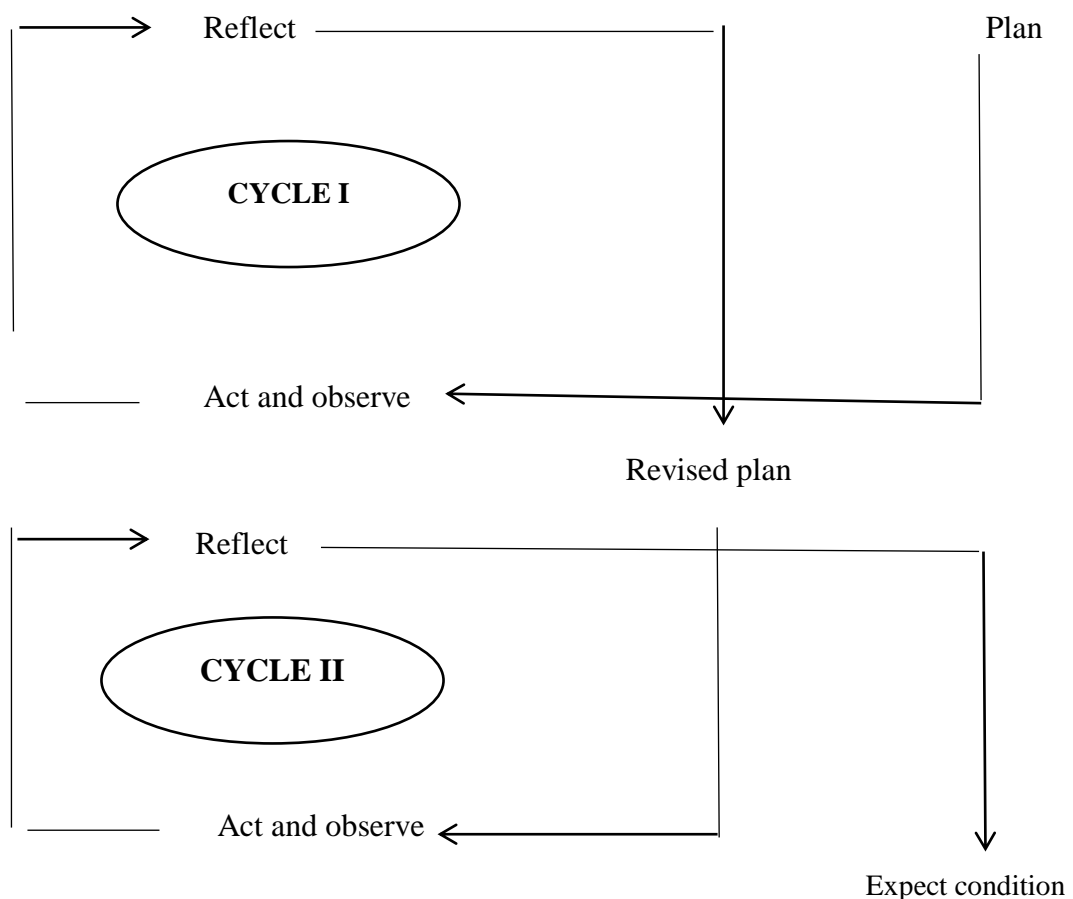


Figure 2: Action Research Spiral by Kemmis.³

In this research the researcher applies two cycles. Each cycle consist of two meetings. And the time allocation is 2x45 minutes/90 minutes. So, it is need 180 minutes for each cycle. Moreover, every meeting consisted of four

³ Anne Burns, *Doing Action Research in English Language Teaching* (Taylor&Francis: Routledge, 2010), https://libgen.is/search.php?req=anne+burns&lg_topic=libgen&open=0&view=simple&res=25&phrase=1&column=def.

steps of classroom action research such as planning, action, observation, and reflecting. Here the explanation of activities in teaching writing by using running dictation game at grade VIII SMP Negeri 5 Padangsidempuan.

1. First Cycle

a. First meeting.

1) Planning

- a) Arranging the lesson plan that consist of the step of action
- b) Determining the lesson material is about running dictation
- c) Designing teaching writing by using running dictation
- d) Preparing the test in first cycle
- e) Preparing worksheet in interview for students in doing interview activity
- f) Preparing observation note sheet of students in teaching process for observes.

2) Action

- a) The students working three students in teams
- b) Text is cut into discrete sentences. These cut-up texts are placed on the wall around the classroom.
- c) One learner is the writer and the other is the runner who goes to the dictation text to memorize a short sentence
- d) The runner reads and memorises a short phrase or sentence of a text placed on the wall, runs to the writer and tell him/her the phrase

or sentence. The writer writes down what he/she has heard from runner.

3) Observation

- a) Observing the execution of running dictation
- b) Observing students' writing ability by using running dictation game

4) Reflection

- a) Discuss with the teacher about the action
- b) Making any decision for the next meeting.
- c) Developing another environment to be stimulated.
- d) Clarifying the problem found in the activity whether in the case of students of teacher

b. Second meeting

1) Planning

- a) Analyze the problem that had been found first meeting
- b) Make more lesson plan
- c) Prepare the observation work sheet
- d) Prepare the next and that will be used in teaching learning activity
- e) Design the teaching writing by using running dictation

2) Action

- a) The students working three students in teams
- b) Text is cut into discrete sentences. These texts are placed on the wall around the classroom.

- c) One is the writer and the other is the runner who goes to the dictation text to memorize a short sentence
- d) The runner reads and memorises a short phrase or sentence of a text posted on the wall, runs to the writer and tell him/her the phrase or sentence. The writer writes down what he/she has heard from runner

3) Observation

The teacher's observation will be done during the action like :

- a) Researcher monitoring the students' activity when performance begins.
- b) Researcher observed the students as long the testing

4) Reflection

Reflection is gathered from the result of writing test through the activities in the classroom

2. Second cycle

The second cycle will be conducted in two meetings will be done for ninety minutes.

a. Third meeting

1) Planning

- a) Make lesson plan more.
- b) Preparing another text that will be used in teaching process
- c) Preparing the observation worksheet

2) Action

- a) The students working two students in teams
- b) Text is cut into discrete sentences. These texts are placed on the wall around the classroom.
- c) One is the writer and the other is the runner who goes to the dictation text to memorize a short sentence
- d) The runner reads and memorises a short phrase or sentence of a text posted on the wall, runs to the writer and tell him/her the phrase or sentence. The writer writes down what he/she has heard from runner

3) Observation

- a) Researcher monitoring the students' activity when performance
- b) Researcher observed the students as the long process

4) Reflection

Reflection is gathered from the discussion result

b. Fourth meeting

1) Planning

- a) Researcher make analysis more the result of previous meeting
- b) Researcher make lesson plan again
- c) Researcher prepared the observation sheet
- d) Researcher prepared the interview sheet

2) Action

- a) The students working two students in teams

- b) Text is cut into discrete sentences. These texts are placed on the wall around the classroom
- c) One person is the writer and the other is the runner who goes to the dictation text to memorize a short sentence
- d) The runner reads and memorises a short phrase or sentence of a text posted on the wall, runs to the writer and tell him/her the phrase or sentence. The writer writes down what he/she has heard from runner

3) Observation

- a) Monitored the students' activity when performance
- b) Observed the students as the long process

4) Reflection

In this cycle, the researcher can reflect the data have found. The reflection will be gathered from the result of the writing test through running dictation game

E. Instrument of Collecting Data

Researcher will be used test, observation sheet and interview in collecting data.

a. Test

Test is method of measuring a person's ability knowledge or performance in a given domain.⁴ So, test measuring students' ability especially in writing. The researcher test the students by using running dictation game, as follow:

⁴ Brown, *Teaching by Principles, Second Edition*.

1. Students are able to write based on grammar
2. Students are able to develop their vocabulary
3. Students are able to analyze punctuation on their writing
4. Students are able to choose structure and vocabulary consistently
5. Students are able to progress ideas well.

b. Observation sheet

Observation is the technique to collect data by observing. Observation is used to get information about a phenomenon that occurs, by doing observation and recording toward visible phenomena systematically. The researcher observed the learning activities in the classroom. There are some kinds of observation; they are behavior checklist, observation notes, reflective observation, analytical observation, and narrative observation. However, the researcher used observation notes because it is a simple form and the data are not counted but using notes to describe what happened in the classroom.⁵

The researcher observed students' activity and teachers' activity during the teaching learning process and the factors which influence the teaching learning process, such as: students active when learning, students have motivation when learning, students are noisy when learning, students who move to another chair when learning, and students who sleep in the class when learning.

⁵ Burns, *Doing Action Research in English Language Teaching*.

c. Interview guidance

Interview is to talk somebody and ask question at a formal meeting to find out if it is suitable for job or study. Interview is used to get the data or information that is not expressed in observation. After conducting observation the researcher did interview to the students. The interview concerned whit the findings of the observation notes to get more information and clarification of the findings from the students. The researcher used interview to know the condition of the students and also to know the students problems in writing ability by using running dictation. Researcher used the indicator of interview below:

- a). Students difficulties in using grammar
- b). Students difficulties in using vocabulary
- c). Students difficulties in using mechanic
- d). Students difficulties in using fluency
- e). Students difficulties in using form/organization.

F. Technique of Data Analysis

The data collected should be summarized and interpreted in order to help teacher make decision about practice. The process of data analysis involves making sense out of text and image data. According to Creswell it involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, making and interpretation of the larger meaning of the data.

To know the means of students' score for each cycle, the writer applied the following formula:

$$M = \frac{\Sigma fX}{N}$$

Explanation

M : the mean of the students

ΣfX : the total score

N : the number of the students

The percentage of students improvement in writing is analyzed by the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Explanation

P : the percentage of students who get the point 75

R : the number of students who get the point up 75

T : the total number of students do the test

Finally, researcher summarized qualitative data by six steps as suggested by Creswell as in the following:

- Step 1 : Organize and prepare the data for analysis. The involves transcribing observation, scanning material, typing up field notes, or shorting and arranging the data into different type depending on the source of information.
- Step 2 : Read through all the data. This will done by obtaining a general sense of the information and reflecting on its overall meaning.
- Step 3 : Begin the detail analysis with a coding process it organize material into chunks before bring meaning to those chunks. It involves take the data into categories and labeling those with a term (a term based in the actual language of the participant)

- Step 4 : Use the coding process to generate a description of the setting or people as well as categories or analysis. Description is involving a detail rendering of information about the notes. Then, researcher uses this too generate themes or categories.
- Step 5 : Advance how the description and themes are represent in the qualitative narrative. This may be discussion that mention a chronology of events, the detail discussion of several themes or interconnecting themes. Researcher uses visual of figure to convey descriptive information about participants in table.
- Step 6 : Make interpretation or meaning of the data. It is researcher's personal interpretation; meaning will be derived from a comparison of the finding with information gleaned from the literattue.⁶

Based on these steps actually researcher stated that main task of research was discover hidden meaning beyond text as a unity totally

⁶ John W. Creswell, *Research Design Qualitative, And Mixd Methods Approaches* (USA: SAGE Publications, 2009).

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

After researcher has done, the researcher would like to describe students' writing ability improve by using running dictation game at SMP N 5 Padangsidempuan. It would be described about the data description, the comparative result of the action, the influencing factors of students writing ability, the discussion of the research findings and the threats of the research.

A. Data Description

Data description in this research described about all things that have been found in the class when the researcher did the research with co-teacher. The data could be found from learning process in every cycle. It was based on instrument: test, observation and interview.

1. First Cycle

The first cycle was conducted for two meetings, it carried out from 9th until 10th October 2019. The meetings was done for 90 minutes. Every meeting for the implementing running dictation game was done for 2 x 45 minutes or totally time 180 minutes time allotement for this cycle. It was done in the classroom VIII-1 SMP N 5 Padangsidempuan, consisted of 30 students. The researcher conducted the activity for cycle one as follow:

a. Meeting 1

The first meeting of cycle 1 was held on Wednesday, 9th October 2019. The class started at 10.00 am, at lesson lasted 2 x 45 minutes. As what had been decided by the researcher in the planning stage, the class would be

instructed by the researcher for each meeting during the reasearch done in the classroom.

1) Planning

Researcher had to prepare and plan the materials that would be taught to the students. The researcher made lesson plan based on the syllabus and prepared the paper has cut. Running dictatio game should appropriate to the goal of the teaching and learning. The goal of this teaching process was facilitating the students to writea descriptive text in a short simple sentence.

In this cycle, learning process was divided into two meetings, the first meeting was conducted on Wednesday, October 9th, 2019. The second meeting was on Thursday, October 10th, 2019. Every meeting took about 90 minutes.

The researcher planned to apply running dictation game to teach writing descriptive text. Firstly, the researcher planned to give some explanation about descriptive text. The researcher emphasized on some points, such as what is descriptive text and its purpose, the language features, the generic structure, the grammar, and the sentence structure use in descriptive text. The researcher also made observation notes to describe what happend in the classroom.

2) Action

The researcher administrated this cycle in two meetings. It is mean one meeting consisted of 90 minutes. The researcher prepared the materials according to the students' need. The researcher prepare applying the text-based syllabus design in teaching and learning process. This syllabus let them

construct a text, to be able work both in group and individually, and to develop their writing ability.

The reasearcher came into the class together with English teacher of VIII-1 was Mrs. Elmi. The researcher opened the class by greeting, checking the students' attendance. There were students who was absent on that day. The researcher explained that her purpose at the time was not to study as usual but for doing research to complete data for thesis. The researcher also mentioned the thesis title to make the meeting purpose clearly for the students. The researcher gave motivation and learning material to the students by using running dictation game.

Before do the game, the researcher asked the students to review about the descriptive text. Then, the researcher emphasized on some points, such as what is descriptive text and purpose, generic structure, grammar, and the sentence structure use in descriptive text. After explaining, the researcher make the students in team consists of three students every group where there are two runners and one writer, the researcher put the sentence had cut on the wall, researcher asked students to run and memorize the sentences, and said the sentence to writer for writing.

The students looked more interesting do the game. Then the researcher ask students to arrange the sentences have written. After that students read every group the sentences their arrange. At the end of the lesson, the researcher asked the students to tell what they have learned in the class that day.

The researcher gave conclusion of the lesson and then make the closing to end the class.

3) Observation

Based on the the observation sheet in the class still had some problems such as most of the students got difficulties to write their idea. Students did not follow the procedures of running dictation game. Students talked to each other, felt bored and made the class become noisy. The last students felt not sure to organize their idea on writing.

4) Reflection

In this meeting, based on the observation, most of the students still low motivation. It can be seen from the observation sheet. The researcher could conclude that there were several problems in the classroom such as:

Table 2
Problem and solution in cycle 1

No	Problems	Solution
1	Students felt bored of this lesson and have low motivation	Motivated them and give advice that this lesson very useful for final examination
2	Most of students did not follow the procedures of running dictation game	The researcher would walk around the class and paid attention to each group during applied the running dictation game
3	Students made noisy	Students needed appropriate topics, activities, and materials in the teaching process to keep their interested
4	Students felt not sure to organize their idea on writing.	Students needed to up their idea with the game

b. Meeting 2

The second meeting was conducted on Thursday, October 10th, 2019 at 12.30 pm. The researcher greeted the students cheerfully. Then researcher checked their attendance list. They looked sleepy at the time. After the researcher asked them what actually happened, they answered that they felt sleepy because it's the last lesson in the day. Then researcher did not start the class directly. The researcher decided to have a little talk with them to build their interest in learning that day. After that the researcher let them to start focussing on the lesson.

1) Planning

Researcher had to prepare and plan the materials that would be taught to the students. The researcher made lesson plan based on the syllabus and prepared the paper has cut. Running dictatio game should appropriate to the goal of the teaching and learning. The goal of this teaching process was facilitating the students to write a descriptive text in a short simple sentence. In the second meeting was done on Thursday, October 10th, 2019. Every meeting took about 90 minutes.

The researcher planned to apply running dictation game to teach writing descriptive text. Firstly, the researcher planned to give some explanation about descriptive text. The researcher emphasized on some points, such as what is descriptive text and its purpose, the language features, the generic structure, the grammar, and the sentence structure use in descriptive text. The researcher also made observation notes to describe what happened in the classroom.

In the last meeting of the cycle 1, the researcher ask the students to write a descriptive text as first test. The students did first test individually. They write a descriptive text based on the title had given to them.

2) Action

The researcher prepared the materials according to the students' need. The researcher prepare applying the text-based syllabus design in teaching and learning process. This syllabus let them construct a text, to be able work both in group and individually, and to develop their writing ability.

The researcher greeted the students cheerfully. Then researcher checked their attendance list. They looked sleepy at the time. After the researcher asked them what actually happend, they answered that they felt sleppy because its the last lesson in the day. Then researcher did not not start the class directly. The researcher decided to have a little talk with them to build their interest in learning that day. After that the researcher let them to start focussing on the lesson

In the second meeting, researcher asked the students to do the first test related to the materials that they had learned beore. The researcher asked them to write a descriptive text based on the title in the test paper has given individually. Firstly, researcher gave them a worksheet to do the first test. Before the researcher asked them to write, the research explained what they should do. The students asked to write a descriptive text. They start to write and they were allowed to open the dictionary. The researcher gave time 50 minutes to do the task.

They were doing their task, the researcher walk around the class to make sure they work individually. When the bell tinkled, a student helped the researcher to collect their worksheet. Then, the reasearcher said good bye to them and left the classroom. The researcher corrected their work and gave a mark as first of cycle 1. Could be seen on the table below:

Table 3
Students writing score in cycle 1

No	Students initial	Students score
		Cycle 1
1	AYG	60
2	AS	60
3	AHS	80*
4	AAS	55
5	AR	60
6	A	60
7	ALG	45
8	BL	75*
9	CMP	55
10	CH	75*
11	DR	75*
12	ES	60
13	FH	60
14	FSL	75*
15	JS	55
16	MS	50
17	MRD	55
18	ME	80*
19	NFH	75*
20	NH	60
21	NTS	75*
22	NSH	50
23	NA	75*
24	PS	55
25	RWS	50
26	RS	55
27	SA	55
28	SH	55
29	YS	50
30	ZA	60

Total Score	1845
Mean Score	61.5
Percentage	30%

3) Observation

Based on the the observation sheet in the class still had some problems such as most of the students got difficulties to write their idea. Students talked to each other, made the class become noisy. The last students felt not sure to organize their idea on writing.

4) Reflection

In this cycle, most of the students were still confuse to answer the test. Based on the observation, most of the students still low motivation. It can be seen from the observation sheet. For this condition, the researcher realized that the first cycle was less, or the result of the first cycle was less succes for improved the students writing ability. It can be concluded, the action should be repaired and changed for improve students writing ability.

To repaired it, the researcher decided to gave the students more explanation and practice on the grammar of descriptive text. The researcher would also gave them more training in using running dictation game. They would apply running dictation game which were more enjoyable for the students. Then, the researcher designed the lesson plans and the materials that will be used in the second cycle. The result from the first cycle still low, especially in grammar (10.16) so the researcher concluded that the first cycle should be repaired especially in lesson plan, material the teaching, learning process for the next cycle. As the table below:

Table 4
Students' Indicators Mean Score in Cycle 1

Criteria of Writing	Writing score				Table of students	Mean	
	5	10	15	20			
Grammar	11	7	12	-	30	10.16	
Vocabulary	1	18	9	2	30	11.83	
Mechanic	3	9	15	3	30	13.00	
Fluency	3	10	15	2	30	12.66	
Form	1	8	18	3	30	13.83	
	Total						61.5 30%

Based on the table above the researcher found the skill of students writing was good enough. Based on the data in the above, the researcher concluded in grammar criteria that there 11 students got 5 score, there were 7 students got 10 score, there were 12 students got 15 score, and there were not students got 20 score. In vocabulary criterion there were 1 students got 5 score, there were 18 students got 10 score, there were 9 students got 15 score, and there were 2 students got 20 score. In mechanic criteria there were 3 students got 5 score, there were 9 students got 10 score, there were 15 students got 15 score, and there were 3 students got 20 score. In fluency criteria there were 3 students got 5 score, there were 10 students got 10 score, there were 15 got 15 score, and there were 2 students got 20 score. In form criteria there were 1 student got 5 score, there were 8 students got 10 score, there were 18 students got 15 score, and there were 3 students got 20 score.

The description above explained that mean score of grammar was 10.16, vocabulary was 11.83, mechanic was 13.00, fluency was 12.66 and form

was 13.83, the mean score was 61.5. So, that were 9 students complete in study. As follow a chart:

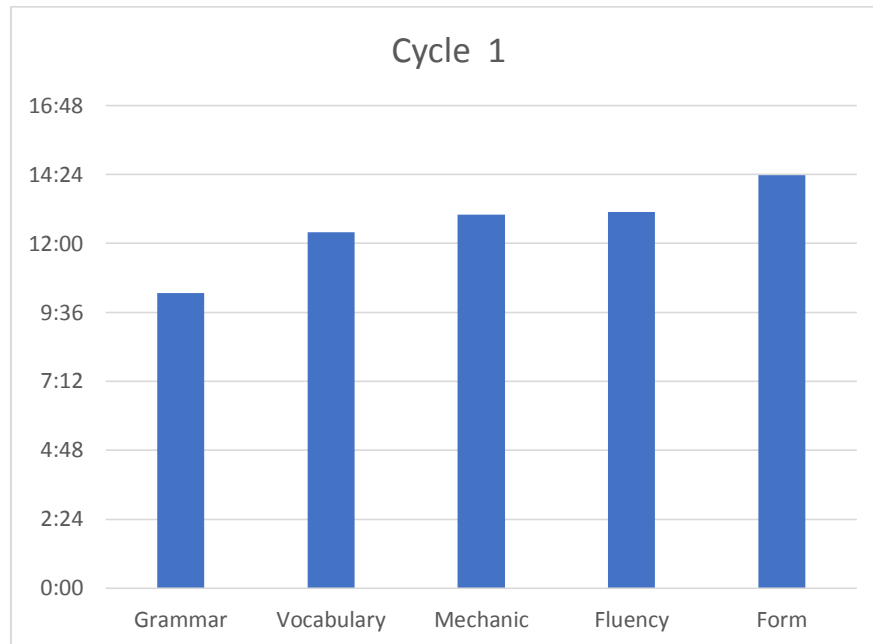


Chart 1. The Students Writing Mean Score in Cycle 1

Based on the first test , the students' score in the grammar indicator from 30 students are very low , there was 11 students got score 5, 7 students got score 10, 12 students got 15 score, it could be caught that the big part of the students got score 15, it was still low category from the maximal score in grammar indicator was 20.

Based on the interview has done in the class, SAH, FH, NFH mentioned that they confused in grammar criteria because they less in mastering words and patterns to use in sentence. The problem was related to mastery of tenses which caused their sentence was uncompleted and their grammar in sentence were wrong.

2. Second Cycle

The actions of the second cycle were carried out in two meetings, October 16th and 17th, 2019. The topic for the second cycle was “describing person and place”.

a. Third meeting

The third meeting of the second cycle was held on Wednesday, October 16th 2019. The class started at 10.00 am. The researcher started the class by greeting the students and checking the attendance list. The researcher began the lesson by telling the students about the topic they are going to learn that day.

1) Planning

Based on the reflection elaborated in the previous section, it was found that running dictation game were effective to encourage the students in the learning process of writing. However, there were still weaknesses found during the implementation of the actions. They were:

- 1) Students felt bored of this lesson and have low motivation
- 2) Most of students did not follow the procedures of running dictation game
- 3) Students make noisy
- 4) Students felt not sure to organize their idea on writing

Considering the problems found during the implementation of the action in cycle 1, the researcher had some discussions to plan the action to be implemented in cycle 2. This process was done to equip democratic validity. Actually, the actions were just the same as those implemented in cycle 1.

However, the implementation of the action was modified as a way to overcome the problems. The actions are elaborated as follows:

- 1) Motivated them and give advice that this lesson very useful for final examination
- 2) The researcher would walk around the class and paid attention to each group during applied the running dictation game
- 3) Students needed appropriate topics, activities, and materials in the teaching process to keep their interested
- 4) Students needed to up their idea with the game

The researcher would also gave them more training in using running dictation game. They would apply running dictation game which were more enjoyable for the students, in the practice stage. Those activities were expected to solve the problems in the first cycle. Then, the researcher designed the lesson plan and the materials that will be used in the second cycle. The researcher also prepared media that would be used in learning process in the second cycle.

2) Action

The action in second cycle were conducted in two meetings. They were on October 16th, 2019. The text type was still a descriptive text. The researcher selected the theme based on their need, interest, and the curriculum applied in the school. The researcher taught how to organize a paragraph, arrange the sentences, use appropriate conjunctions, and make a descriptive text.

The researcher emphasized on its rules. The researcher asked the students to review about the descriptive text. Before giving the example, the researcher asked some of the students to give example about descriptive text. After they understood researcher continued to the next activity. The researcher let the students to try together making a descriptive text. The students showed a progress in the way of creating descriptive paragraphs. The students become more motivated and actively participated in the activity. The students also didn't confuse to write their idea again. The students were asked to organize their idea into paragraphs. They could create descriptive text faster and better.

3) Observation

Based on the the observation sheet in the class some of students got to write their idea. Students follow the procedures of running dictation game. Students felt enjoy and interest to write. The last some of students can organize their idea on writing.

4) Reflection

In this meeting, based on the observation, most of the students has motivation. It can be seen from the observation sheet. The researcher could conclude that there were students had not problems when learning process.

b. Fourth meeting

The fourth meeting was held on Thursday, October 17th, 2019. The researcher entered the classroom, researcher greeted the students warmly. It aimed to relax them before they did the test. Besides, it aimed to remind them about descriptive text briefly. Researcher then checked their attendance

list. Nobody was missing on that day. The researcher had a little talk with them. In this meeting, the students had to write a descriptive text. In this activity, the students could write a descriptive text based on they want. Their writing was scored as the test of cycle 2.

1) **Planning**

Researcher had to prepare and plan the materials that would be taught to the students. The researcher made lesson plan based on the syllabus and prepared the paper has cut. Running dictatio game should appropriate to the goal of the teaching and learning. The goal of this teaching process was facilitating the students to writea descriptive text in a short simple sentence. In the second meeting was done on Thursday, October 17th, 2019. Every meeting took about 90 minutes.

The researcher planned to apply running dictation game to teach writing descriptive text. Firstly, the researcher planned to give some explanation about descriptive text. The researcher emphasized on some points, such as defenition of descriptive text and purpose, language features, generic structure, grammar, and sentence structure use in descriptive text. The researcher also made observation notes to describe what happend in the classroom.

In the last meeting of the cycle 2, the researcher ask the students to write a descriptive text as first test. The students did first test individually. They write a descriptive text based on the title had given to them.

2) Action

The action in second cycle were conducted in two meetings. They were on October 17th, 2019. The text type was still a descriptive text. The researcher selected the theme based on their need, interest, and the curriculum applied in the school. The researcher taught how to organize a paragraph, arrange the sentences, use appropriate conjunctions, and make a descriptive text.

The researcher provided the answer sheets to the students after knowing that they were ready. The researcher explained what they had to do. They had to write a descriptive text based on them. In doing this test, the students had to apply what they had learned about descriptive text in the previous meetings. Their allowed to open their dictionary as long as they did the test.

When they were ready, the researcher instructed them to start writing. The researcher walked around to control them. Sometimes the researcher asked some of them to be quiet. While the researcher informed the students that there were ten minutes left, they seemed panic. Finally time is up, the researcher then went out from the classroom. The researcher gave a mark as the test in cycle 2. Can be seen in the table.

Table 5
Students writing score in cycle 2

No	Students initial	Students score
		Cycle 1
1	AYG	65
2	AS	65
3	AHS	80*
4	AAS	75*
5	AR	65
6	A	75*
7	ALG	75*

8	BL	75*
9	CMP	65
10	CH	85*
11	DR	85*
12	ES	75*
13	FH	80*
14	FSL	80*
15	JS	65
16	MS	75*
17	MRD	65
18	ME	90*
19	NFH	75*
20	NH	60
21	NTS	85*
22	NSH	65
23	NA	75*
24	PS	65
25	RWS	65
26	RS	60
27	SA	60
28	SH	75*
29	YS	65
30	ZA	60
Total Score		2165
Mean Score		72.16
Precentage		53.33%

3) Observation

Based on the the observation sheet in the class students got to write their idea. Students follow the procedures of running dictation game. Students felt enjoy and interest to write. The last students can organize their idea on writing.

4) Reflection

Applying running dictation game can improve students' writing ability. It encourage the students to write and facilitated them in learning writing. It made students feel easy so that writing not became a task of frightening again. They could generate and organize their ideas. They could perform the

writing task more effectively. Applying of running dictation game could also gain the students' interest and motivation for involving their selves in the learning process of writing. It also increase the students' enthusiasm. Score of the students' writing ability could see from the tables as follow:

Table 6
Students' Indicators Mean Score in Cycle 2

Criteria of Writing	Writing score				Table of students	Mean	
	5	10	15	20			
Grammar	-	10	18	2	30	13.83	
Vocabulary	-	4	23	3	30	14.5	
Mechanic	-	10	14	6	30	14.33	
Fluency	-	5	24	1	30	14.33	
Form	-	5	17	8	30	15.16	
	Total						72.16 53.33%

Based on the data above table the writer concluded in grammar criteria there were not students got 5 score, there were 10 students got 10 score, there were 18 students got 15 score, there were 2 students got 20 score. In vocabulary criteria there were not students got 5 score, there were 4 students got 10 score, there were 23 students got 15, there were 3 students got 20 score. In mechanic criteria there were not students got 5 score, there were 10 students got 10 score, there were 14 students got 15 score, there were 6 students got 20 score. In fluency criteria there were not students got 5 score, there were 5 students got 10 score, there were 24 students got 15 score, there were 1 student got 20 score. In form there weren not students got 5 score, there were 5 students got 10 score, there were 17 students got 15 score, and there were 8 students got 20 score.

The description above explained that mean score of grammar was 13.83, vocabulary was 14.5, mechanic was 14.33, fluency was 14.33, and form was 15.16. The mean score was 72.16. So, there was 16 students complete in study. The researcher would show the students' mean score in chart below:

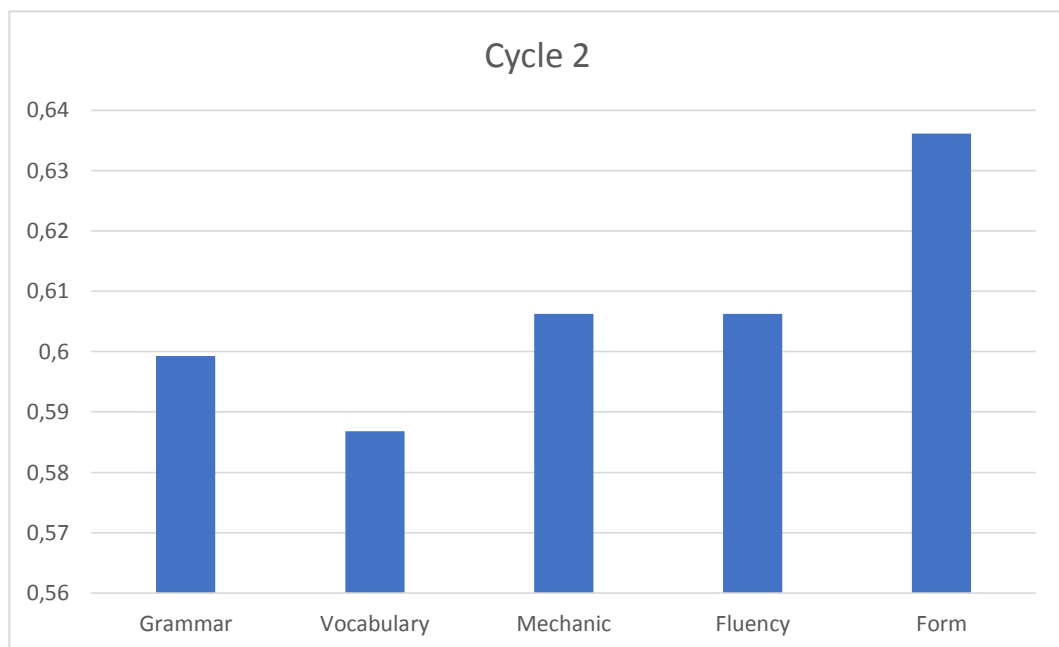


Chart 2. The Students Writing Mean Score in Cycle 2

Based on observation sheet students activity in learning process in cycle 2, there were 30 students in the classroom. All of the students make the group, all of students had move around, all of students wrote the text , there weren't students' noisier, 1 student asked permission, there weren't students disturbance friend, there weren't students silent, no one more students sleep in the class, and condition the class is clean.

3. Comparative Result of Actions

The comparative score of students ability in writing descriptive text between cycle 1 and cycle 2 showed that, the mean score in the cycle 1 was 61.5 (30%) then in the cycle 2 the mean score was 70.33 (53.33%) it mean that the mean score increased from the score 61.50 became 70.33 it was passed the Minimum Mastery Criterion (KKM) 75, it could be seen from the precentage of the students who got the score above. From the data above the researcher would like to give some explanations toward the actions have done. The first test was done in the last meeting of the cycle 1 and the second test was done in last meeting of cycle 2. Can be seen in the table of comparison between cycle 1 and ccle 2:

Table 7
The Comparative Score of The Students Achievement Between Cycle 1 and Cycle 2

No	Students Initial	Students Score		State
		Cycle 1	Cycle 2	
1	AYG	60	65	65
2	AS	60	65	65
3	AHS	80*	80*	80*
4	AAS	55	75*	75*
5	AR	60	65	65
6	A	60	75*	75*
7	ALG	45	75*	75*
8	BL	75*	75*	75*
9	CMP	55	65	65
10	CH	75*	85*	85*
11	DR	75*	85*	85*

12	ES	60	75*	75*
13	FH	60	80*	80*
14	FSL	75*	80*	80*
15	JS	55	65	65
16	MS	50	75*	75*
17	MRD	55	65	65
18	ME	80*	90*	90*
19	NFH	75*	75*	75*
20	NH	60	60	60
21	NTS	75*	85*	85*
22	NSH	50	65	65
23	NA	75*	75*	75*
24	PS	55	65	65
25	RWS	50	65	65
26	RS	55	60	60
27	SA	55	60	60
28	SH	55	75*	75*
29	YS	50	65	65
30	ZA	60	60	60
Total score		1845	2165	Improve
Mean score		61.5	72.16	Improve
Percentage		30%	53.33%	Improve

Based on data analysis, it could be concluded that mean score of students improve. It was be seen from improvement mean score first cycle was 61.5 (30%). In the second cycle improved to 72.16 (50%). It was passed the minimum mastery criterion 75, it could be seen from the percentage of

the students got score above in this research. The researcher would describe the means score of students in each indicators as the following:

Table 8. Students Mean Score Writing Descriptive text in Cycle 1 and Cycle 2

Indicators of Writing Ability	Mean Score Cycle 1	Percentage	Mean Score Cycle 2	Percentage
Grammar	10.16	30.00 %	13.83	53.33 %
Vocabulary	11.83		14.5	
Mechanic	13.00		14.33	
Fluency	12.66		14.33	
Form	13.83		15.16	
Total	61.5		72.16	

Based on the above table, it can be concluded that students means score in each indicators by using running dictation game at grade VIII-1 was increased in cycle 1 to cycle 2. The differences between students indicators in cycle 1 to cycle 2 can be seen as following chart:

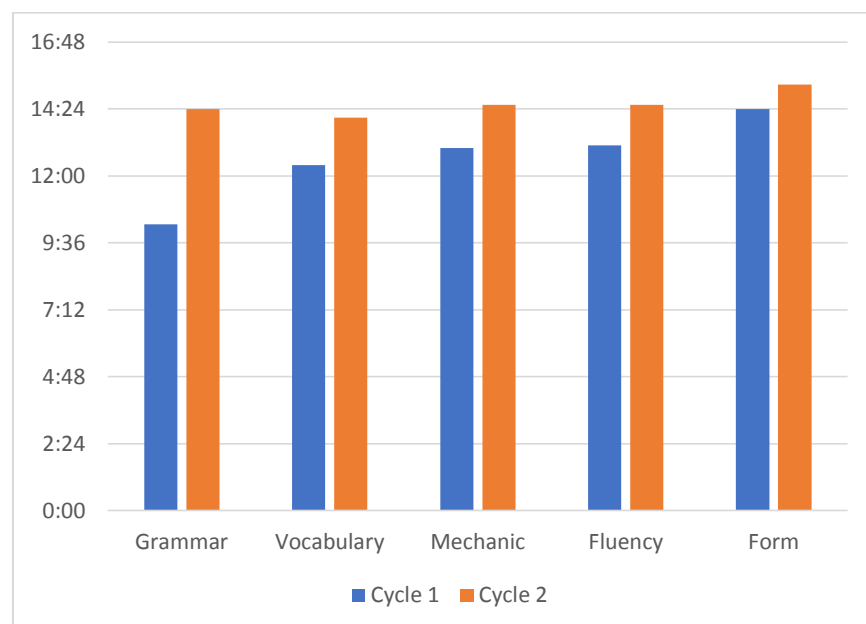


Chart 3. Improvement of Students' Indicator writing in Cycle 1 and Cycle 2

From the above chart, it can be seen the differences of the students' score in each indicators of writing descriptive text. The indicators of students score was increased in cycle 1 to cycle 2. The improvement also can be provided from the students' means score. The improvement of the students writing ability score from the mean score of cycle 1 and cycle 2 could be seen on chart below:

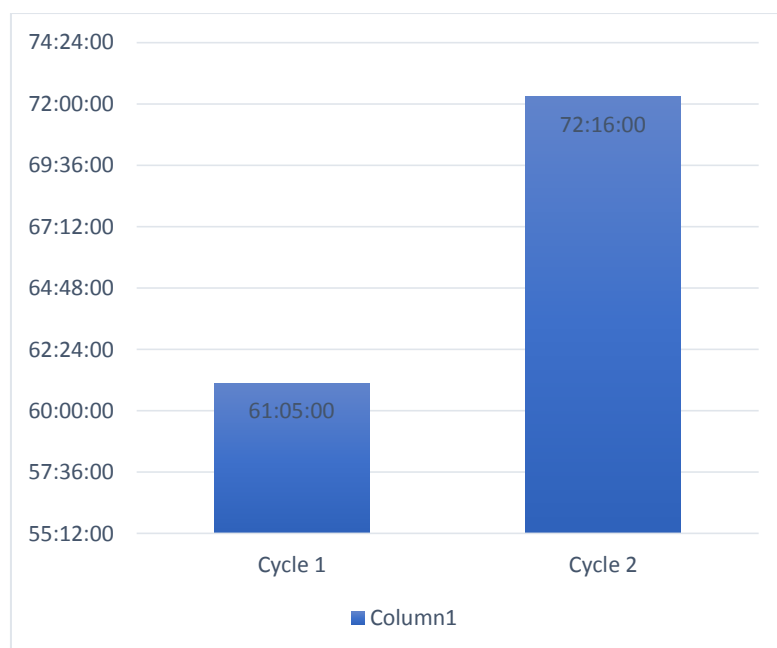


Chart 4. Comparison Mean Score in Cycle 1 and Cycle 2

Based on the result of data analysis and research finding, it can be summarized that students writing descriptive text improved. From the test in cycle 1 the students mean score was 61.5 increased to be 72.16 in test cycle 2. It means that the implementation of running dictation game can improve students writing ability.

B. Discussion

Based on the explanation above, the result was similar to related findings of the research. The first was the thesis of *Miftahul Mutmainah*¹ she stated was to determine whether there is any positive and significant influence of using running dictation strategy toward students' writing narrative text skill. Therefore, it can be concluded that H_a is accepted and H_o is rejected. This shows that there is any positive and significant influence of using running dictation strategy toward students' writing narrative text skill. From the explanation above we can conclude that there is significance improvement using running dictation strategy in cycle II because the value of T-test is bigger than T-table.

The second was the thesis of *Ade Mentari*² she stated was to describe how the implementation of running dictation to improve students writing in descriptive text. The result of analysis showed that there was improvement on students' writing in descriptive text. It was showed from the mean of the students score in three test: pre-test 54.8, post-test I 67.1, post-test II 76.8. From the data above, it indicated that the use of running dictation technique to improve students' writing in descriptive text was effective and suitable to be applied on improving students' ability, especially writing descriptive text. In addition, the students were more active, comfortable and enjoyed teaching learning process.

¹Miftahul Mutmainnah, "Toward Students' Writing Narrative Text Skill" (2017), <http://digilib.metrouniv.ac.id/respository/index.php?p=fstream-pdf&fid=181%25bid=197>.

² Ade Mentari, "By: The Use Of Running Dictation Technique To Improve Students' Writing In Descriptive Text At Mts Amin Darussalam" (State Islamic University Of North Sumatera, 2018), <Http://Repository.Uinsu.Ac.Id/5871/1/Skripsi Ade Mentari.Pdf>.

The third was the thesis of *Ita Sundari*³ she stated was running dictation game gave influences in improving students' writing skill. The result in the cycle 1 students' observation score was 72.7%, in cycle II, the students' result of observation checklist was 95.4%. It showed that the students were very enjoying and more interested in studying English, especially in writing descriptive text. The students' percentage of test who got the minimum score based on KKM was 100%. It meant that the students' achievements were very satisfying and was successful. Finally the researcher make a conclusion that running dictation technique has many benefits for the activities at the learning process.

The fourth was the thesis of *Zulraudah*⁴ stated this paper is made to know that running dictation activities in teaching writing skills can produce achievement of learning outcomes such as, spelling, making sentences, etc., which is better than traditional teaching methods which are usually more likely to use lecture methods. Running dictation comes with a fun and active concept. Students not only sit and listen to lectures from the teacher, but students actively participate in a series of activities in the running dictation method.

Based on the above explanation, it could be seen running dictation game was appropriate strategy to improve students' writing ability. Running dictation game trained students to enjoy and interest in writing. Running dictation could

³ Ita Sundari, "The Implementation of Running Dictation Game To Improve Students Writing Skill at the Eight Grade Students of SMP N 1 JetisPonorogo In The Academic Year Of 2013/2014" (Muhammadiyah University of Ponorogo, 2014), <http://eprints.umpo.ac.id/703/2/Abstract.pdf>.

⁴ Dr. Jufri Zulraudah, "Teaching Writing By Using Running Dictation Activity For Elementary School Students" 3, no.1 September (2014), <http://ejournal.unp.ac.id/ndex.php/jelt/article/viewFile/4303/8848>.

help students to construct their own knowledge to write. So that, the students understanding of the concepts was better. Students were also able to communicate or discuss their thought with their friends. So, the students could help each other and exchange their ideas. This technique could help students to understand the material being taught. It is possible thing, if they were already familiar with the material obtained, they were easy to apply their idea in writing ability.

C. Threats of the Research

Including this research, researcher found some threats of this research are:

1. Data of this research was objective because it was processed by the researcher test, observation note sheet, and interview guidance on improving students writing ability.
2. Students need more for learning cause' some students did not get score criteria of mastery learning (KKM) and others get score KKM. Because students not focus in learning process and did want to write what teacher said. Some of student mada a noisy and distrub other in learning process.
3. This strategy can improve students writing ability but did not increase student criteria of mastery learning (KKM). It needed research more, but the school cannot give time to research cause' can annoy teacher and students learning process based on the school curriculum.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the analysis and result of the research, the researcher can concluded that running dictation game can improve students' writing ability at grade VIII of SMP N 5 Padangsidempuan. It can be seen from the mean score of the students in cycle 1 was 61.5 and in cycle 2 72.16, and also score improvement criteria grammar got mean score was 10.16 in cycle 1 and in cycle 2 was 13.83. So, this technique can improve the students' writing ability in learning process.

B. The Suggestion

Based on the conclusion above, the researcher suggested:

1. For the teacher, it is very wise to use running dictation game in teaching writing because this technique can make the students more active in organizing their experience information in their mind.
2. For the students, it is hoped that by using running dictation game the students more interested in studying English, because running dictation game provides free time to improve the students' writing ability. It also can give deep concentration for the students when they are writing something.
3. For the other researcher, the findings of this research are to develop all information and knowledge for those who are interested in doing research related to this research.

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CURICULUM VITAE

1. Identity

Name : FITRI YAMARATUSSHOLIAH

Registration Number : 15 203 00027

Place/Date of Birth : Sungai Korang, Februari, 12, 1997

Sex : Female

Religion : Moslem

Address : Sibuhuan, Kab. PADANG LAWAS

2. Parents Name

1. Father's name : Yajib Mustomi Nasution

2. Mother's name : Nur Haritsah

3. Educational background:

1. Graduated from Primary School Sungai Korang kec.Hutarajatinggi in 2009

2. Graduated from MTS s Al-Khoir Mananti in 2012

3. Graduated from MAS Al-Khor Mananti in 2015

4. University student in IAIN Padangsidempuan in 2015

APPENDIX I

LEARNING IMPLEMENTATION PLAN (RPP)

CYCLE I

Education Unit : SMP N 1 Batang Angkola
Subject : English
Class : VIII
Time Allocation : 2 x 45 minutes (2 meetings)
Meeting : I (one), II (two)
Skill : Writing

Competenci standars: Understand in simple short essays in the form of descriptive to interact with the surrounding environment

Basic Competence : Writing meaningful functional texts and simple short essays in the form of descriptive by using a variety of written languages accurately, smoothly and thankful for interacting with the surrounding environment

Indicators of Competence Achievement

Indicators of Achieving Competence	Cultural Values And National Character
1. Responds to the text description descriptor monologue (teacher explanation). 2. Identifying the steps of rhetoric in descriptive text 3. Form a descriptive text	Honest, discipline, hard work, independent, democratic, curiosity, national spirit, love for the motherland, respect for achievement, social care, and the spirit of writing.

A. Learning objectives

In the end student learning can:

1. Students are able to understand descriptive texts
2. Students can determine the generic structure of descriptive text
3. Students are able to write a descriptive text

Expected student character

1. Trustworthiness
2. Respect and attention (respect)
3. Diligence (diligence)
4. Responsible

B. Main Material

Descriptive text (describing something)

C. Learning methods / techniques Running dictation game

D. Steps in learning activities

1. Preliminary activities

- a. Prepare materials to be taught
- b. Say hello and pray
- c. Provide learning motivation for students

2. Core activities

- a. The students working three students in teams
- b. Text is cut into discrete sentences. These cut-up texts are placed on the wall around the classroom.
- c. One learner is the writer and the other is the runner who goes to the dictation text to memorize a short sentence
- d. The runner reads and memorises a short phrase or sentence of a text placed on the wall, runs to the writer and tell him/her the phrase or sentence. The writer writes down what he/she has heard from runner

3. Closing Activities

- a. The teacher and students draw conclusions about the material learned that day

b. Students and teachers reflect on learning activities and their benefits

4. Sources / materials / tools

Relevant books, dictionaries and the internet

5. Rating

Indicators of competency achievement	Instrument form	Assessment techniques	Example
1. Write a descriptive text	Test written	Essay test	Students make the descriptive text to describe someone or something

a. Assessment Guidelines

A= 91-100 (Very Good)

B= 81-90 (Good)

C= 71-80 (Average)

b. Instrument Test :

1) Write descriptive text consist of generic structure:

a. *Description* : identifies phenomenon

b. *Identification* : describe parts, qualities character

2) Make the descriptive text one of titles below

a. My school

b. My village

c. My favorite place

Validator

Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

Padangsidempuan,

2019

Researcher

Fitri Yamaratussholihah
NIM.15 203 0027

Learning Material

His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

Roddy is my friend since we are kid . We are neighbour and we always go to the same school. Roddy is taller than me. He has blonde hair and pointed nose. His favourite food is hamburger with fries and coke. We often playing video games together in my house. But sometime we love swimming in water park near our neighborhood. Roddy and I are best friend forever.

APPENDIX II

List of test (cycle I)

A. Introduction

1. This instrument is used to determine the ability of students in descriptive text written text
2. Your answer will not affect your position / achievement in this school
3. Your test results will be kept confidential

B. Guidelines

1. Read the question carefully
2. If you have questions ask the teacher
3. Do the test yourself

C. Question

1. Write descriptive text consist of generic structure:
 - c. *Description* : identifies phenomenon
 - d. *Indentification* : describe parts, qualities character
2. Make the descriptive text one of titles below
 - d. My friend
 - e. My favorite place
 - c. My village

Padangsidimpuan, 2019

Validator

Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

APPENDIX III

LEARNING IMPLEMENTATION PLAN (RPP)

CYCLE II

Education Unit : SMP N 1 Batang Angkola

Subject : English

Class : VIII

Time Allocation : 2 x 45 minutes (2 meetings)

Meeting : III (three), IV (four)

Skill : Writing

Competenci standars: Understand in simple short essays in the form of descriptive to interact with the surrounding environment

Basic Competence : Writing meaningful functional texts and simple short essays in the form of descriptive by using a variety of written languages accurately, smoothly and thankful for interacting with the surrounding environment

Indicators of Competence Achievement

Indicators of Achieving Competence	Cultural Values And National Character
1. Responds to the text description descriptor monologue (teacher explanation).	Honest, discipline, hard work, independent, democratic, curiosity, national spirit, love for the motherland, respect for achievement, social care, and the spirit of writing.
2. Identifying the steps of rhetoric in descriptive text	
3. Form a descriptive text	

A. Learning objectives

In the end student learning can:

1. Students are able to understand descriptive texts
2. Students can determine the generic structure of descriptive text
3. Students are able to write a descriptive text

Expected student character

1. Trustworthiness
2. Respect and attention (respect)
3. Diligence (diligence)
4. Responsible

B. Main Material

Descriptive text (describing something)

C. Learning methods / techniques Running dictation game

D. Steps in learning activities

1. Preliminary activities

- a. Prepare materials to be taught
- b. Say hello and pray
- c. Provide learning motivation for students

2. Core activities

- a. The students working two students in teams
- b. Text is cut into discrete sentences. These cut-up texts are placed on the wall around the classroom.
- c. One learner is the writer and the other is the runner who goes to the dictation text to memorize a short sentence
- d. The runner reads and memorises a short phrase or sentence of a text placed on the wall, runs to the writer and tell him/her the phrase or sentence. The writer writes down what he/she has heard from runner

3. Closing Activities

- a. The teacher and students draw conclusions about the material learned that day
- b. Students and teachers reflect on learning activities and their benefits

4. Sources / materials / tools

Relevant books, dictionaries and the internet

5. Rating

Indicators of competency achievement	Instrument form	Assessment techniques	Example
2. Write a descriptive text	Test written	Essay test	Students make the descriptive text to describe someone or something

a. Assessment Guidelines

A= 91-100 (Very Good)

B= 81-90 (Good)

C= 71-80 (Average)

b. Instrument Test : Make the descriptive text based on generic structure

Validator

Zainuddin, S.S., M.Hum
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Padangsidempuan, 2019

Researcher

Fitri Yamaratussholihah
NIM.15 203 0027

Learning Material

I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep.

Padang Sidempuan City is the largest city in the Tapanuli region. The city is known as Salak City because it is in this city that salak farmers in the South Tapanuli Regency (which surrounds this area of the city), especially in the area at the foot of Mount Lubukraya, sell their crops.

Plaza Anugrah is one of the plaza (shopping mall) in Padangsidimpuan City. This Plaza is one of the Padangsidimpuan City community shopping centers. With complete facilities and outlets, Plaza Anugrah-Padangsidimpuan can be a shopping and refreshing destination with family and friends. Outlets that are available ranging from super markets, department stores, rides to play (plaza / mall game) children, fruit shops, bakeries, restaurants and book stores.

APPENDIX IV

List of test (cycle II)

A. Introduction

1. This instrument is used to determine the ability of students in descriptive text written text
2. Your answer will not affect your position / achievement in this school
3. Your test results will be kept confidential

B. Guidelines

1. Read the question carefully
2. If you have questions ask the teacher
3. Do the test yourself

C. Question

Make the descriptive text based on generic structure

Padangsidempuan, 2019

Validator

Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

APPENDIX V

List of Observation
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject matter : English
Class/Semester : VIII-1/ 1
Date of : 9th until 10th October 2019
Cycle : 1
Observant : Elmi Sartika Lubis, S,Pd

No	Activities	Yes	No	Total students
1	Students make the group	✓		<ul style="list-style-type: none">- All the students make the group- 10 students had move around- 5 students wrote the text- 5 students noisier- 3 studens asked permission- 3 students disturbance friends- 2 students just silent- 2 students sleep in the class- A little dirty
2	Students move around	✓		
3	Students write the text	✓		
4	Students noiser	✓		
5	Students permission	✓		
6	Students distrubance	✓		
7	Students just silent	✓		
8	Students sleeping in the class	✓		
9	Condition of the class	✓		

Padangsidimpuan, October 2019

Researcher

Fitri Yamaratussholihah
NIM. 1520300027

APPENDIX VI

List of Observation
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject matter : English
Class/Semester : VIII-1/ 1
Date of : 16th until 17th October 2019
Cycle :2
Observant : Elmi Sartika Lubis, S,Pd

No	Activities	Yes	No	Total students
1	Students make the group	✓		<ul style="list-style-type: none">- All the students make the group- All students had move around- All students wrote the text- There weren't students noisier- 1 student asked permission- There weren't students disturbance friend- There weren't students silent- No one more students sleep in the class- Clean
2	Students move around	✓		
3	Students write the text	✓		
4	Students noiser		✓	
5	Students permission	✓		
6	Students distrubance		✓	
7	Students just silent		✓	
8	Students sleeping in the class		✓	
9	Condition of the class	✓		

Padangsidempuan, October 2019

Researcher

Fitri Yamaratussholihah
NIM. 1520300027

APPENDIX VII

List of Observation Teachers' Activity in Teaching Learning Process Classroom Action Research

School Name : SMP N 5 Padangsidempuan
 Subject matter : English
 Class/Semester : VIII-1/ 1
 Cycle : 1
 Date : 9th until 10th October 2019
 Observant : Elmi Sartika Lubis, S,Pd

No	Activities	Evaluation		Notes
		Yes	No	
1	Planning			<ul style="list-style-type: none"> - The researcher used a dress neatly - The researcher prepared all the material well
	a. Dressing neatly	✓		
	b. Starting the teaching and leaning process by greeting	✓		
	c. Checking the classroom condition	✓		
	d. Preparing the lesson plan, material and instrument	✓		
2	Opening			<ul style="list-style-type: none"> - The researcher didn't give mottivation to the students
	a. Doing the apperception	✓		
	b. Giving the motivation to the students		✓	
	c. Explaining the purpose of the learning outcome	✓		
3	Implentation of Learning Material			<ul style="list-style-type: none"> - The researcher spoke loudly but nervous and students make noisy when explained the material.
	a. Explaining the steps teaching learning writing by using running dictation game, they are:	✓		
	1) Students work in small group that consist of three students in each group.	✓		
	2) Text is cut into discrete sentences. These cut-up texts are placed on the wall outside the classroom.	✓		

	3) One learner is the writer and the other is the runner who goes to the dictation text, memorise a short sentence, returns to the writer and retells it.	✓		
	4) The runner reads and memorises a short phrase or sentence of a text posted on the wall, runs to the writer and tell him/her the phrase or sentence	✓		
4	Evaluation			
	a. Asking the students to do the test and researcher looks after the students during the time	✓		
	b. Collecting the students task aand given them score that appropriate with lesson plan	✓		
5	Closing			
	a. Making the conclusion based on writing material	✓		<ul style="list-style-type: none"> - The researcher didn't asked question to the students - The researcher didn't give motivation to the students in order to apply running dictation game in writing ability.
	b. Asking the students about writing ability		✓	
	c. Giving the motivation to the students in order to apply running dictation game in writing ability		✓	
	d. Giving the information about writing material in the next time	✓		
6	Classroom management			
	a. Sitting in front of the class	✓		<ul style="list-style-type: none"> - Condition of class was noisy, students were sleeping, going permission, moving the chair, and disturbance their friends
	b. Controlling the class by moving around the class	✓		

Students who are absent : No body
 The state of the class at the time of the action : Very noisy and uncontrolled
 Students who make noise : 5 students
 Students who often excuse : 3 students
 Students who sleep in class : 2 students

Class condition

: A little dirty

Padangsidempuan, October 2019

Validator

Zainuddin, S.S., M.Hum.

NIP. 19760610 200801 1 016

APPENDIX VIII

List of Observation

Teachers' Activity in Teaching Learning Process

Classroom Action Research

School Name : SMP N 5 Padangsidempuan

Subject matter : English

Class/Semester : VIII-1/ 1

Cycle :2

Date : 16th until 17th October 2019

Observant : Elmi Sartika Lubis, S,Pd

No	Activities	Evaluation		Notes
		Yes	No	
1	Planning			<ul style="list-style-type: none">- The researcher used a dress neatly- The researcher prepared all the material well
	a. Dressing neatly	✓		
	b. Starting the teaching and leaning process by greeting	✓		
	c. Checking the classroom condition	✓		
	d. Preparing the lesson plan, material and instrument	✓		
2	Opening			<ul style="list-style-type: none">- The researcher gave mottivation to the students
	a. Doing the apperception	✓		
	b. Giving the motivation to the students	✓		
	c. Explaining the purpose of the learning outcome	✓		
3	Implentation of Learning Material			

	a. Explaining the steps teaching learning writing by using running dictation game, they are:	✓		- The researcher spoke loudly not nervous when explained the material.
	1) Students work in small group that consist of three students in each group.	✓		
	2) Text is cut into discrete sentences. These cut-up texts are placed on the wall outside the classroom.	✓		
	3) One learner is the writer and the other is the runner who goes to the dictation text, memorise a short sentence, returns to the writer and retells it.	✓		
	4) The runner reads and memorises a short phrase or sentence of a text posted on the wall, runs to the writer and tell him/her the phrase or sentence	✓		
4	Evaluation			
	a. Asking the students to do the test and researcher looks after the students during the time	✓		
	b. Collecting the students task aand given them score that appropriate with lesson plan	✓		
5	Closing			
	a. Making the conclusion based on writing material	✓		-
	b. Asking the students about writing ability	✓		
	c. Giving the motivation to the students in order to apply running dictation game in writing ability	✓		

	d. Giving the information about writing material in the next time	✓		
6	Classroom management			
	b. Sitting in front of the class	✓		- Condition of class wasn't noisy, students weren't sleeping, going permission, and no one disturbance their friend
	c. Controlling the class by moving around the class	✓		

Students who are absent : No body
The state of the class at the time of the action :Controlled
Students who make noise : No body
Students who often excuse : 2 students
Students who sleep in class :No body
Class condition : Clean

Padangsidempuan, October 2019

Validator

Zainuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016

APPENDIX IX**Table Students' Writing in Cycle 1**

No	Students Initial	Indicators					Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1.	AYG	10	15	15	10	10	60
2.	AS	10	10	15	15	10	60
3.	AHS	15	20	10	15	20	80*
4.	AAS	5	15	10	15	10	55
5.	AR	5	10	15	15	15	60
6.	A	5	15	10	15	15	60
7.	ALG	5	5	5	10	15	45
8.	BL	15	10	15	20	15	75*
9.	CMP	10	10	10	10	15	55
10.	CH	15	10	15	15	20	75*
11.	DR	15	10	20	15	15	75*
12.	ES	5	15	15	10	15	60
13.	FH	10	10	15	10	15	60
14.	FSL	15	15	15	15	15	75*
15.	JS	5	10	20	15	5	55
16.	MS	10	10	15	10	10	50
17.	MRD	5	10	15	10	15	55
18.	ME	15	15	15	20	15	80*
19.	NFH	15	20	10	15	15	75*
20.	NH	15	10	5	15	15	60
21.	NTS	15	10	15	15	20	75*
22.	NSH	5	15	10	5	15	50
23.	NA	10	15	20	15	15	75*
24.	PS	5	10	15	10	15	55
25.	RWS	5	10	10	15	10	50
26.	RS	5	10	15	10	15	55

27.	SA	10	10	15	5	15	55
28.	SH	15	15	5	10	10	55
29.	YS	15	10	10	5	10	50
30.	ZA	15	10	10	15	10	60
Total score		305	355	390	380	415	1845
Mean score		10.16	11.83	13.00	12.66	13.83	61.5
Percentage							30.00
							%

$$\text{Mean Score} = \frac{\text{Total score}}{\text{the total of student}} = \frac{1845}{30} = 61.5$$

$$\text{Percentage} = \frac{\text{the Total of students who get 75}}{\text{the total Number of Students Test}} = \frac{9}{30} \times 100 = 30.00 \%$$

APPENDIX X**Table Students' Writing in Cycle 2**

No	Students Initial	Indicators					Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1.	AYG	10	15	15	15	10	65
2.	AS	10	15	10	15	15	65
3.	AHS	15	15	15	15	20	80*
4.	AAS	15	10	20	15	15	75*
5.	AR	10	10	15	15	15	65
6.	A	15	20	15	10	15	75*
7.	ALG	15	15	20	15	10	75*
8.	BL	15	15	15	15	15	75*
9.	CMP	10	15	15	15	15	65
10.	CH	15	15	20	15	20	85*
11.	DR	15	15	20	15	20	85*
12.	ES	15	15	10	15	20	75*
13.	FH	20	20	20	15	15	80*
14.	FSL	15	15	15	15	20	80*
15.	JS	10	15	10	20	10	65
16.	MS	15	15	15	15	15	75*
17.	MRD	15	15	10	10	15	65
18.	ME	15	20	20	15	20	90*
19.	NFH	15	15	15	15	15	75*
20.	NH	10	10	15	10	15	60
21.	NTS	20	15	15	15	20	85*
22.	NSH	15	15	10	15	10	65
23.	NA	15	10	15	15	20	75*
24.	PS	10	15	10	15	15	65
25.	RWS	15	15	15	10	10	65
26.	RS	15	10	10	10	15	60
27.	SA	10	15	10	15	10	60

28.	SH	15	15	15	15	15	75*
29.	YS	10	15	10	15	15	65
30.	ZA	15	10	10	15	10	60
Total score		415	435	430	430	455	2165
Mean score		13.83	14.5	14.33	14.33	15.16	72.16
Percentage							53.33 %

$$\text{Mean Score} = \frac{\text{Total score}}{\text{the total of student}} = \frac{2165}{30} = 72.16$$

$$\text{Percentage} = \frac{\text{the Total of students who get 75}}{\text{the total Number of Students Test}} = \frac{16}{30} \times 100 = 53.33 \%$$

APPENDIX XI**The Comparative Score of The Students Achievement Between Cycle 1 and Cycle 2**

No	Students Initial	Students Score		State
		Cycle 1	Cycle 2	
1.	AYG	60	65	65
2.	AS	60	65	65
3.	AHS	80*	80*	80*
4.	AAS	55	75*	75*
5.	AR	60	65	65
6.	A	60	75*	75*
7.	ALG	45	75*	75*
8.	BL	75*	75*	75*
9.	CMP	55	65	65
10.	CH	75*	85*	85*
11.	DR	75*	85*	85*
12.	ES	60	75*	75*
13.	FH	60	80*	80*
14.	FSL	75*	80*	80*
15.	JS	55	65	65
16.	MS	50	75*	75*
17.	MRD	55	65	65
18.	ME	80*	90*	90*
19.	NFH	75*	75*	75*
20.	NH	60	60	60
21.	NTS	75*	85*	85*
22.	NSH	50	65	65
23.	NA	75*	75*	75*
24.	PS	55	65	65
25.	RWS	50	65	65
26.	RS	55	60	60

27.	SA	55	60	60
28.	SH	55	75*	75*
29.	YS	50	65	65
30.	ZA	60	60	60
Total Score		1845	2165	Improve
Mean Score		61.5	72.16	Improve
Percentage		30%	53.33%	Improve

APPENDIX XII

Table Observation Sheet Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
1. Students were not serious to study	1. Students were serious to study
2. Students were noisy	2. Students were calm down
3. did not full attention to teacher's explanation	3. Gave the attention to teacher when she explained the material
4. Did not understand the material	4. More understand the material

APPENDIX XIII

Interview Guidance Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
<p>Grammar</p> <p>1. Saya masih kurang paham tentang struktur susunan kata dalam bahasa Inggris (<i>I misunderstood about structure and grammar in English</i>)</p> <p>2. Saya kurang tau apa saja struktur atau susunan kata dalam bahasa Inggris (<i>I do not know what the structure or grammar of words in English</i>)</p>	<p>1. Setelah ibu menjelaskan tentang struktur susunan kata dalam bahasa Inggris, saya sedikit lebih paham tentang strukturnya. (<i>After miss explained about structure or grammar in English, I more understand about it</i>).</p> <p>2. Ketika ibu memberikan contoh tentang struktur susunan kata, saya sedikit tahu ada berapa susunan atau tensis dalam bahasa Inggris (<i>When miss gave the example of the grammar, I knew how many structure or grammar in English</i>)</p>
<p>Vocabulary</p> <p>3. Saya kurang tau banyak tentang kosa kata dalam bahasa Inggris (<i>I don't know much about English vocabulary</i>)</p> <p>4. Terkadang saya lupa sebagian kosa katanya karna terburu-buru (<i>Sometimes I forgot some of the vocabulary because it was in a hurry</i>)</p>	<p>3. Setelah ibu menyuruh kami menulis teks kembali, saya sedikit tahu tentang kosa kata (<i>After miss asked us to rewrite the text, I more knew about the vocabulary</i>)</p> <p>4. Saat kerja kelompok, ibu meminta kami untuk menyusun kalimat yang ada di teks tersebut (<i>When working in group, you always asked us to arrange of sentences there was in the text</i>).</p>

<p>Mechanic</p> <p>6. Kami masih bingung bagaimana cara menempatkan tanda baca dalam tulisan.</p> <p><i>(We were still confused to put mechanic in their writing).</i></p>	<p>6. Setelah ibu menjelaskannya dengan detail, kami lebih mengerti bagaimana menempatkan tanda baca dalam menulis.</p> <p><i>(After miss explained it detail, we more understand how to use the mechanic in writing).</i></p>
<p>Fluency</p> <p>7. Saya kurang tahu untuk menempatkan struktur dan kosa kata yang tepat dalam teks.</p> <p><i>(I did not know enough to put the right structure and vocabulary in text)</i></p>	<p>7. Setelah kami menulis secara berkelompok, saya baru mengerti bagaimana cara menempatkan struktur dan kosa kata yang tepat dalam teks</p> <p><i>(After we wrote in group, I understood how to put the right structure and vocabulary in text).</i></p>
<p>Form</p> <p>8. Kami kurang paham dalam menyusun kebasaannya</p> <p><i>(We were misunderstand to arrange the language)</i></p>	<p>8. Setelah kami mendengar penjelasan dari ibu, kami mulai paham bagaimana dalam menyusun kebasaannya</p> <p><i>(After we listened to miss explanation, I more understand how to arrange the language)</i></p>

APPENDIX XIV

DOCUMENTATION

CYCLE 1



Researcher explained the material and arranged to running dictation



Students learning process in the first cycle

CYCLE 2



Researcher explained material and arranged it with running dictation



Students' learning process in cycle 2

