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CHAPTER I

INTRODUCTION

This section discusses the background of the problem, a statement of the problem, a limitation of the problem, purpose and objectives of the research, research questions, the significance of the study, the rational of the study, and the definition of key terms.

I.1 Background of The Problem

In this globalization era, English is regarded as the unifying language of the world. It can be seen from the number of countries using English as an official language. In Indonesia, English is a foreign language but it plays a great role in many aspects of life such as education, economics and so forth. For instance, English is required when applying for a job, studying abroad and expanding business abroad. Therefore, to fulfill this *requirement* English is taught from the elementary school up to the university levels as a compulsory subject.

According to Brown (1994), there are four English skills should be mastered by students, namely: listening, speaking, reading and writing. Listening and reading are classified into receptive skills whereby students gain the knowledge before producing the language while speaking and writing are classified into productive skills which means students are expected to produce the language. Among the four



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skills, reading and writing are considered the skills to get information and knowledge about everything those readers need from written form.

It makes sense that in writing skill, students are expected to be able to express their knowledge and ideas in producing text. Based on the aim of teaching reading and writing, it is obvious that reading and writing skills are very important in the context of language teaching and use. Bloom (1979) stated students can learn by writing and reading and teacher can teach by reading and writing or having students read or write.

In addition, Brown (2000) stated that students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. It means that, by reading and studying a variety of relevant types of text, students can gain information insight both about how they should write and about subject matter that may become the topic of their writing.

Reading becomes one of skill that tested in National Examination. The students are required to take entrance examination before they are granted access higher education. It must be noted that the entrance test contained every year at least one or more part that students need to comprehend reading texts .

Discussing reading, it is important to underline that reading is the act of interpreting printed and written words. Reading requires understanding and comprehending the means of print. According to Patel and Praveen (2008), reading is an active process which consists of recognition and comprehension skill. In Reading,



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the students need comprehension skill. Some of the students think that to comprehend a reading text is very difficult because so many aspects should be considered.

Meanwhile, for the students, writing in English becomes a very difficult thing to do. Writing is one of productive skills. Writing is about expressing our ideas into sentence or paragraph. However, it needs ability to express those ideas. In writing our 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, using commas when we mention much kind of things, etc. Broadman and Frydenberg (2002) state that good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. They also add that 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 assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft.

That is why writing might be considered as the most difficult skill for the students in every grade because there are many steps in writing process and students have to find their ideas to start their product; think about what to write, how to elaborate it, then arrange those ideas into some phrases to become a good writing project.



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Writing encourages students to explore many aspects in language learning process. Raimes and Allen (1983) say that writing help students to learns some reasons. Firstly, writing reinforces grammatical structures, idioms, and vocabularies. Second, the students have a chance to be adventurous with the language and go beyond what they have just learned to say when they write. And the last, they necessarily become very involved with a new language when they write.

According to 2013 curriculum, the purpose of teaching reading at Vocational High School is the students are expected to be able to understand the meaning of interpersonal and transactional written texts in the form of , descriptive, recount, narrative, report, analytical exposition, explanation, and procedure texts. Meanwhile, the purpose of teaching writing is the students are able to write kinds of text correctly.

One of genres that is taught at SMK Labor is descriptive texts. Descriptive text is a text that describes a person, a place, an idea, an organization, or an activity. Descriptive text is an interesting text because it describes particular things or persons using our own ideas. In this case, we can see that writing and reading are essential skills in English that have to be mastered by students. But in fact, many students claim that both reading and writing are the most difficult skills. The students feel bored in reading and writing lessons. They did not have any motivation and self-confidence in joining it.

Based on the preliminary study conducted on January 11, 2017 at SMK Labor Pekanbaru, it was found out that most students got difficulties in reading and



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writing. In reading, generally most of the students were not able to identify the topic of the text given, also were not able to find the main idea, and not able to retell the text given.

Furthermore, students also got the difficulties in writing. Most of the students were not able to arrange sentences, they also were not able to express ideas coherently, they were not able to begin writing what they wanted to write. These phenomena made their abilities in reading and writing far from the expectation of the curriculum.

To solve the problem, running dictation activity can be used in teaching reading and writing for ESL students. Here are some definitions and the way to do running dictation according to other teachers in some countries and also experts. According to Pokrivčáková (2012), Running dictation provides space for practicing grammar, vocabulary, spelling, reading, speaking, listening and writing skills. It can give a good way in language teaching to get the good achievement. It is also can motivate students in learning. It is not only give some benefits in to education function but also to the social aspect. Students can learn together and help each other.

Running dictation in an activity that is done in groups, Cohen (1994) states that a small group as running dictation can be a way to reach the good learning process. This way can give achievement in learning, also in social aspect such as a good interaction among students in the class.



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For the last, running dictation is not as mean as the dictation itself, but it is a variation activity for teaching English skill, where, students can learn in groups, run, tell, and write what they have read. In running dictation students will run to the text and then read it, and tell they what they have read into their friends in their groups. This running activity will make students feel happy while studying and enjoy the learning process.

Based on the explanation described above, it is assumed that running dictation strategy can give effect to the students in English reading comprehension and writing ability. Thus, the writer was interested to investigate the problem by conducting a research entitled “ The Effect of Using Running Dictation Strategy on Students’ Reading Comprehension and Writing Ability at SMK Labor Pekanbaru.

I.2 Statement of The Problem

Based on the background of the problem, it can be identified that reading and writing skills are very important in the context of language teaching and use. Writing is the most concrete and systematic of the language skills. The more develop the writing skill, the more systematic statement of the problem

The problems which are faced by the students mentioned in the background are lack of understanding about material. The students in majority are passive in teaching and learning process and they are not diligent enough to do their task. In writing, the students have very limited idea to be expressed in writing, and they are



lack of vocabulary, and also it is not common for the students to write in English in their daily writing activity. While in reading, the students fail to identify the topic of the texts, main idea of paragraph, supporting details, inference, reference, and vocabulary in context of procedure texts.

So pertaining to the problems faced by students, some questions are necessary to be addressed; why are the students lack of understanding about material? What make the students become passive in teaching and learning process? How come students have limited idea to be expressed in writing? What are the efforts the teacher to achieve the learning objective? Can they identify the topic of the texts ,main idea of paragraph, supporting details, inference, reference, and vocabulary in context of procedure text? How is the implementation of Running dictation strategy in teaching and learning process? What is the effect of Running Dictation with students' writing ability and students' reading comprehension? Is running dictation able to cope with students' problems in writing ability and reading comprehension?

Running Dictation is a fun technique that can be adapted in a number of ways and it is fairly easy to prepare, explain, set up, plus it is very adaptable. This technique can be one way to teach students in writing descriptive text. Meanwhile, descriptive text is a text which tells particular persons, things, or places. To create descriptive text, our imagination and visualization must work because we need to describe particular persons, things, or places in specific ways. Therefore, running dictation can be used to help students to create descriptive texts.

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Running Dictation is a technique of dictation method that can be used for teaching writing cooperatively. From the teacher's point of view, dictations can be done with any level, depending on the text used, graded for multi-level class, and usually require very little preparation and photocopying.

Yonezaki (2014) and Resta (2013) have examined the effectiveness of dictation in improving listening ability of high school students in that experiment, dictation has effective impact to the students listening comprehension. Arini (2005) and Riyanti (2018) conducted a research of using running dictation technique to improve students writing in descriptive text. She found that running dictation technique improve the students writing ability. Diantari (2004) and Lidya (2000) conducted a research the effectiveness of using running dictation strategy toward reading comprehension on descriptive text. She found that the strategy has significant effect on students' reading comprehension.

The previous studies still covered running dictation strategy gives effect in one skill. In addition, it showed that there is a few of researchers conducted running dictation for more than one skill. While, the researcher focused on Reading and writing. According to Pokrivcakova (2012), running dictation is multi tasking. It means that running dictation can be used in teaching reading and writing for ESL students.

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I.3 Limitation of the Problem

Refer to the background and statement of the problem about writing ability and reading comprehension, it is impossible to discuss all of the problems due to time limitation, facilities and funding. That's why this research will be focused on the teaching strategy used by the teacher. It may be better if the teacher uses teaching strategy various. This research will be focused on the effect of running dictation strategy on the students reading comprehension and writing ability in descriptive texts. The participants of this research consist of two classes is located at SMK Labor Pekanbaru.

In this case, two classes have different names and treatment specifically, one class is an experimental group and another class is a control group. The experimental class gets the Running Dictation treatment, while the control has no treatment of Running Dictation . Each class will be given a pre-test before giving a treatment. The post-test will be given after giving a treatment. The groups are the first year students of SMK Labor Pekanbaru. The group chosen based on the information of the teacher, the students have equivalently capabilities and they are taught by the same teacher.

I.4 Purpose and Objectives of The Study

The purpose of the study is to investigate the effect of using running dictation strategy on students' reading comprehension and writing ability at SMK Labor Pekanbaru.



In particular the objectives of the study are started specifically below:

- a. To find out the effect of using running dictation strategy on students' reading comprehension at SMK Labor Pekanbaru.
- b. To find out the effect of using running dictation strategy on students' writing ability at SMK Labor Pekanbaru.

I.5 Research Questions

The research question of the study is formulated as in the following question:

- a. Is there any significant effect of using running dictation strategy on students' reading comprehension at SMK Labor Pekanbaru?
- b. Is there any significant effect of using running dictation strategy on students' writing ability at SMK Labor Pekanbaru?

I.6 Significant of The Study

This study is apparently one of the attempts to investigate the effect of using running dictation on the students' writing ability and students' reading comprehension. Therefore, this study may provide a useful launching pad for further research in this area of interest. The findings of this study provide some forms of empirical data for future research in this area. It perhaps also assist in the more effective implementation of Running Dictation, not only in writing and reading, but also in other language skills such as speaking and listening. The finding of this

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research hopefully can give benefits in the English teaching and learning process, both practically and theoretically, and to give some contributions to some stakeholders such as teachers, students, and school.

For the English teacher, Running dictation provides students with an incentive, more effective, enjoyable, and efficient to help each other within the group. Through the appropriate approach of teaching English, teacher will have a particular success in their teaching presentation. The appropriate strategy that is used also hoped useful to the English language students in order to have better learning strategy or technique on students' reading comprehension and writing ability in descriptive texts. So, it can improve teachers in science and technology in order to be a professional teacher.

The students at the school where this research was conducted, running dictation can improve students' achievement in reading comprehension writing ability and they will enjoy teaching and learning process.

For school, especially to the headmaster of SMK Labor Pekanbaru, this research may bring valuable experiences to improve teaching and learning process, as well as knowledge of innovative teaching technique for teachers who teach at school itself in order to achieve the optimal instructional goals.



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I.7 Rational of the Study

According to Nation (2009), Dictations help language learning by making learners focus on the language form of phrase and clause level constructions, and by providing feedback on the accuracy of their perception. There have been no attempts to measure what memory of phrase a remains after dictation, so it is safest to regard dictation primarily as a consciousness raising comes from the subsequent feedback about the errors and gaps in perception.

A dictation text is a piece of connected language about 100 to 150 words longs. It is usually chosen so that it is reasonably complete in itself and contains material that suits the level of the learners for whom it is intended. Dictation is often associated with more traditional teaching methods, and with testing rather than teaching (Oller and Streiff, 1975; Oller, 1979), however, it remains a valuable teaching technique, and variations on dictation such as dictologoss and running dictation are very popular with learners and teacher. According to Council (2008), running dictation strategy is a fun strategy that motivates the students a upper primary and lower secondary level. In this strategy, the students can play while study in the classroom.

Running Dictation was presented in Pokrivčáková (2012). It provides space for practicing grammar, vocabulary, spelling, reading, speaking, listening and writing skills. What is more, it livens up the atmosphere. This activity is suitable for visual, audial and kinaesthetic learners. Teacher chooses a text on the basis of what he/she



plans his/her students to practice or creates one. Afterwards, the text is cut into several pieces which are distributed around the classroom. Pupils work in pairs. One pupil from the pair is a writer and the second one is a runner. Runners' task is run to the sentences on the wall, read and memorize sentence by sentence, run back to their partners-writers and dictate the sentence by sentence.

Pokrivčáková (2012) states Running Dictation is a multi-skill task involving listening, speaking, reading, and writing. It is easily to prepare and practice. Running Dictation is an easy and fun technique which is suitable for any levels where there must be a writer and runner. Therefore, at least this is simply done in pairs. The runner has to dictate what he has read to the writer and the writer has to write correctly what he heard from the runner. If the content of the text is long enough, this technique can be simply done in groups.

Running dictation is such a technique that has been applied in many teaching learning processes and it has been successful to prove that the interesting technique can improve students' ability in materials skill which is given by teachers or educators.

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I.8 Definition of the Term

In order to avoid misinterpretation of the terms in the title, the definitions of the terms are given as follows:

1. Effect

An effect is a change somebody/something cause in somebody/something else). In research, effect determines to apply Running Dictation in teaching writing ability and reading comprehension and writing ability especially for descriptive text (Oxford Advanced Learner Dictionary, 2016)

2. Running Dictation

Running Dictation is a fun activity that can be useful for reenergising a “flat” or tired class, introducing a new theme or topic, or to focus on particular grammatical point. Choose a short text or dialogue suitable for the level of the class and make several copies – one for each pair, or group. The text should include content and language that students are familiar. (Haemata, 2010).

3. Writing Ability

Jyi-Jeon Yi (2009) defines that writing ability in this process/cognitive-oriented to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context.

In this research, writing ability means the students' ability in writing descriptive texts.

4. Reading Comprehension

Woolley (2011:15) defines that reading comprehension is the process of making meaning from text. The goal of reading is to gain an overall understanding of what is described in the text and to obtain meaning from isolated words or sentences. In other words, reading comprehension is an ability to understand a text in a term of finding the meaning of the story, identifying the main idea, identifying explicit and implicit information of the text. In this research, reading comprehension means read descriptive text in which the students read a text about how to do or make something.

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