

**A STUDY OF RUNNING DICTATION TECHNIQUE
IN TEACHING STUDENTS' SPEAKING SKILL
AT THE SEVENTH-GRADE STUDENTS
OF SMPN 7 JEMBER**

S1 THESIS



**By:
Surinsoh
NIM. T20156005**

IAIN JEMBER

**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
OCTOBER 2019**

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Approved by the Advisor:



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Day : Thursday

Date : October 3rd 2019

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MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ
الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا ﴿٥٣﴾

*“And say to My slaves (i.e. the true believers of Islamic Monotheism) that they should (only) say those words that are the best. (Because) Shaithan (Satan) verily, sows a state of conflict and disagreements among them. Surely, Shaithan (Satan) is to man a plan enemy.” (Q.S. Al- Isra’: 53)*¹

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¹Muhammad Taqiuddin Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur’an*. (Medina: Darus Salam Publications, 1996), 375.

DEDICATION

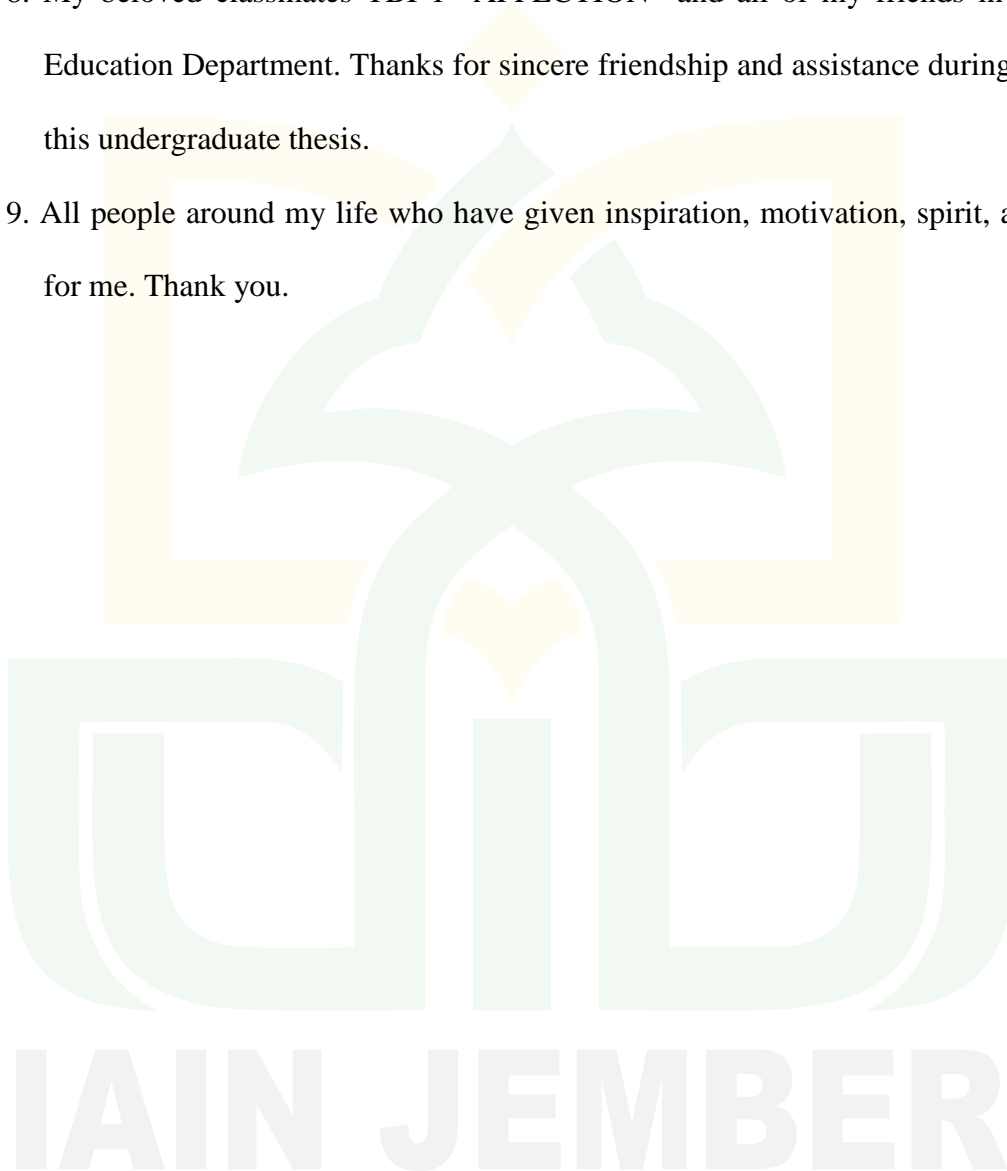
In the name of Allah, the Beneficient and the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

In finishing this undergraduate thesis, I got many guidance and motivation from people around me. It is the great honor for me to convey my sincere gratitude for them who supported me from the beginning until finishing this undergraduate thesis. In this occasion, the researcher presents great honor to:

1. The most special person, my beloved parents (Mr. Tarmedi and Mrs. Marinah), who have given their support and prayer during my study and my process in writing this research. Thanks for everything.
2. My brothers and sisters (Ami, Muhammad Arifin, Ayon and his wife), beloved nephews and nieces (Hanafi, Bildas, Eva, Salsa), Gomeng and all of my beloved family.
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9. All people around my life who have given inspiration, motivation, spirit, and pray for me. Thank you.



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All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

It is the great honor for the me to convey my sincere gratitude to the help in finishing this undergraduate thesis.

Alhamdulillah, I have finished this undergraduate thesis. Absolutely it is not an effort by me only, there are many "hands" which help me. In this occasion, I present great honor to:

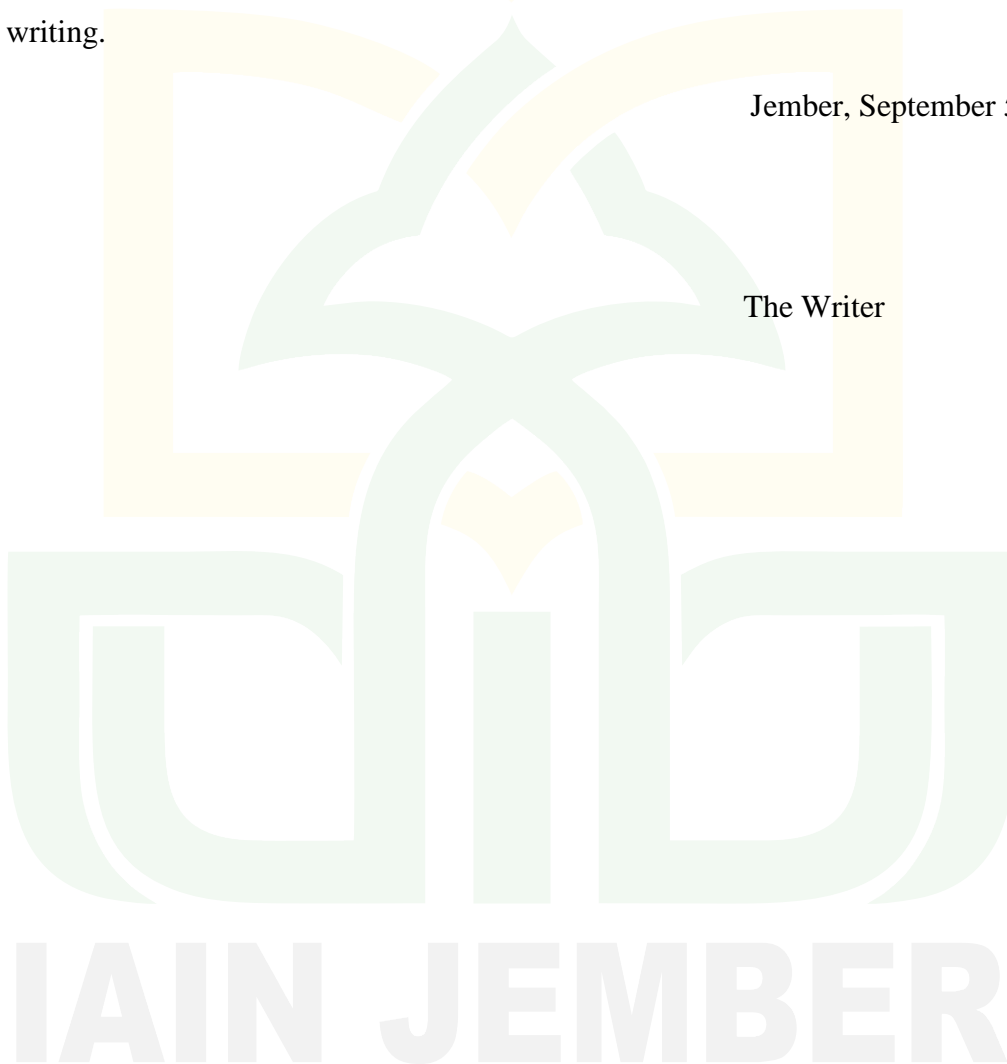
1. Mr. Prof. Dr. Babun Seoharto, SE., MM as a Rector of IAIN Jember
2. Mrs. Dr. Hj. Mukni'ah, M. Pd. I as Dean of Faculty of Tarbiyah and Teacher Training of IAIN Jember
3. Mr. As'ari, M. Pd. I as Head of English Education Department IAIN Jember
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Finally, I realize that this research still has some weakness and mistakes. Thus, she would be grateful to accept any suggestion and correction from anyone for better writing.

Jember, September 5th 2019

The Writer



ABSTRACT

Surinsoh, 2019: *A Study of Running Dictation Technique in Teaching Students' Speaking Skill at the Seventh-Grade Students of SMPN 7 Jember.*

One of the languages used by people around the world is English. As one of the international languages that must be mastered, nowadays most school use English as one subject for their students. English has been used by the teacher during the teaching-learning process for several subjects. Unfortunately, many students are not confident with their English especially in speaking skill, because most of them are afraid to speak up and worried about making mistake in pronunciation. Therefore, teachers should make a non-threatening atmosphere in the classroom like in real life communication by using teaching techniques, such as Running Dictation technique.

Based on the background above, the focuses of this research are: 1) How does the teacher implement Running Dictation technique to uplift students' speaking skill?, 2) What are the material used in Running Dictation technique to teach students' speaking skill?, 3) What is the teaching aid used in Running Dictation technique to teach students' speaking skill?, 4) How does the English teacher evaluate the students by using Running Dictation technique in teaching students' speaking skill?

The objectives of the research are: 1) To describe how the implementation of teaching students' speaking skill by using Running Dictation technique, 2) To describe the material of teaching students' speaking skill by using Running Dictation technique, 3) To describe the teaching aid of teaching students' speaking skill by using Running Dictation technique, 4) To describe how the teacher evaluates the teaching students' speaking skill by using Running Dictation technique.

This research applied qualitative approach. The subject of the research was the seventh-grade students of SMPN 7 Jember. To collect the data, the researcher used observation, interview, and document review. To analyze the data, the researcher used data condensation, data display, and drawing conclusion. To validate the data, the researcher used technique triangulation and source tringulation.

The result of this research shows that: 1) The implementation of Running Dictation technique made the students participate actively during the teaching-learning process, they asked the teacher when they did not understand about the material presented. 2) In using Running Dictation technique, the teacher could not choose all materials, because it was only appropriate for speaking, listening, and writing material. 3) The media used in Running Dictation is audio. It could maintain students' attention during the learning process, and gave opportunity for them to improve their listening skill. 4) The teacher evaluated the students' speaking skill which include the Core Competency point 1 and 2, namely religious and responsibility.

Keywords: running dictation technique, teaching speaking skill.

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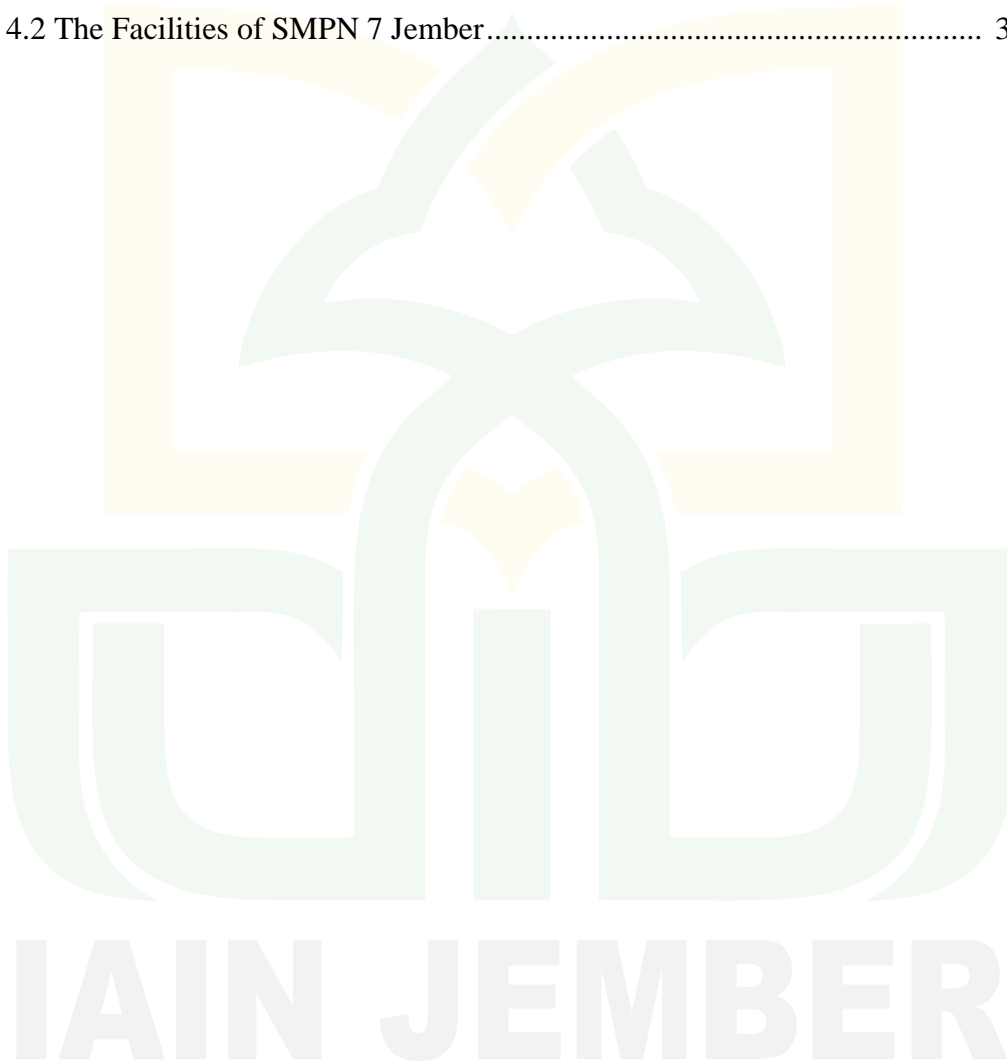
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the formulations of the research questions, the research objectives, scope of the research, significant of the research, and the operational definition of key terms.

A. Background of the Study

Communication is an important part of human civilization and it is a means of cultural transformation. Communication using languages can be conducted in two ways: orally and in a written form.² These ways of communication will give an impact of many people; whether they prefer oral or written communication. One of the languages used by people around the world is English. English plays a key role in our educational system and national life.³ As one of the international languages that must be mastered, nowadays most school use English as one subject for their students. Besides they should understand well about four skills in English language teaching; those are listening, speaking, reading, and writing. The students will be good enough in English if they master those skills.

Further in this era, English has been used by the teacher during the learning process for several subjects. It is also mentioned on Regulation Minister of National Education Republic of Indonesia Number 18 of 2009 concerning the Implementation of Education by Foreign Educational Institutions in Indonesia that

² Utami Widiati and Bambang Y. Cahyono, "The Teaching of EFL Speaking in the Indonesian Context: The State of the Art". *Bahasa dan Seni Journal*, No. 2, (August, 2006), 271.

³ M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*. (Jaipur: Sunrise Publishers & Distributors, 2008), 2.

Learning subjects Mathematics, science groups, and vocational groups use English (*Pembelajaran mata pelajaran matematika, kelompok sains, dan kelompok kejuruan menggunakan bahasa Inggris*)⁴. Based on the rules above, it will be a challenge for the teachers in the teaching-learning process, especially for English subject. Unfortunately, many students are unconfident with their English especially in speaking skill, because most of them are afraid to speak up and worried about the wrong pronunciation. In fact, they only need more attention and practice in the class. As a human being, we have to be good at speaking in our communication. It is also mentioned on Al-Quran Surah Ar-Rahman verse 3-4:⁵

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ۖ

“He created man (3) He taught him eloquent speech (4)”

The mastery of speaking skills in English is priorities for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.⁶

Teachers should make an atmosphere in the classroom like in real life communication. Teachers may use teaching techniques, such as discussion,

⁴ Regulation Minister of National Education Republic of Indonesia, Number 18 of 2009 concerning the Implementation of Education by Foreign Educational Institutions in Indonesia. <http://luk.staff.ugm.ac.id/atur/Permen18-2009.pdf>. Accessed on 17/4/2019.

⁵ Muhammad Taqiuddin Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an*. (Medina: Darus Salam Publications, 1996), 727.

⁶ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*. (USA: Cambridge University Press, 2008), 19.

running dictation, picture describing, group dialogue, storytelling, role play, and so on. Teaching technique is needed by the teacher in the teaching-learning process in order to make the students interested in the material given. But, based on the researcher's observation in SMPN 7 Jember, there are several problems encountered by teachers in teaching English especially in speaking skill for Junior High School.

The students really need support to practice English confidently, whether it is from their friends or their teacher. Besides they also have less motivation from their environment; some of them mock each other when try to speak in English. This case would be a negative impact on the students' speaking skill and they are not feel confident anymore to speak English.

According to that problem, the teacher of SMPN 7 Jember has applied a technique in teaching speaking to solve the frightening atmosphere in the class. Dictation is one technique that is possible to apply in speaking class. Dictation is a teaching technique when the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard.⁷ This technique is the speaking or reading aloud of words for someone else to write down. It is possible to apply this in speaking class because students have to push themselves to speak English whether they like it or not in order to give information accurately to their own group.

⁷ Paul Nation, *Dictation, Dicto-comp, and Related Techniques*. Wellington: Victoria University of Wellington, 1991), 12.

One of Dictation techniques in teaching English that is popular and interesting for the researcher is Running Dictation. It can be a very low preparation activity. Once you are comfortable with the basic concept, the dictations become very quick and easy to prepare.⁸ Running Dictation Technique gives more opportunity for students to speak English. The uniqueness of this research is when most of English teacher only use text for the Running Dictation technique, the English teacher of Junior SMPN 7 Jember used the audio as the main teaching aid of this technique, where the students as the runner have to listen to the audio, memorize the sentences and the writer has to write the information from the runner correctly. Thus, based on the explanation above, the researcher has conducted a research entitled “A Study of Running Dictation Technique in Teaching Students’ Speaking Skill at the Seventh Grade Students of SMPN 7 Jember”.

B. Research Questions

Based on the background that has been discussed, the researcher formulated the research questions as follows:

1. How does the teacher implement Running Dictation Technique to uplift students’ speaking skill?
2. What are the materials used in Running Dictation Technique to teach student’ speaking skill?
3. What is the teaching aid used in Running Dictation Technique to teach students’ speaking skill?

⁸ Chris Milne, “Running Dictation”. *Tutor Tip*, (2014), 1.

4. How does the English teacher evaluate the students by using Running Dictation Technique in teaching students' speaking skill?

C. Research Objectives

The researcher has four purposes in conducting this research, those are:

1. To describe how the implementation of teaching students' speaking skill by using Running Dictation Technique
2. To describe the material of teaching students' speaking skill by using Running Dictation Technique
3. To describe the teaching aid of teaching students' speaking skill by using Running Dictation Technique
4. To describe how the teacher evaluate the teaching students' speaking skill by using Running Dictation Technique

D. Scope of the Research

This research emphasizes the implementation of running dictation technique in teaching students' speaking skill. This research has been conducted in SMPN 7 Jemberat the seventh-grade students.

E. Significance of the Study

This research is expected to give contributions to the language teaching-learning process as follows:

1. Theoretical

The result of this research will be hopefully helpful to contribute ideas or the concepts related to Running Dictation Technique in teaching English,

especially speaking skill. Besides, this research can be used as a reference or a reading material to get further knowledge of speaking skill.

2. Practical

This description of the technique hopefully can be used by the teachers to help her teaching and to improve her students' speaking skill.

F. Operational Definition of Key Terms

To avoid misunderstanding of terms used in this research, the researcher has given the definitions as follows:

1. Running Dictation

Running Dictation is a teaching learning technique where students work in pairs or in small groups. One learner is the writer and the other as the runner(s). He or she goes to the dictation text, memorizes a short sentence, then returns to the writer and retells the text. This technique is used more often by English teachers than other, because Running Dictation has a simple preparation and it can be a good strategy in teaching speaking.

2. Speaking skill

Speaking is the way to inform or to give messages to someone; so that they can receive messages directly and accurately.

G. Structure of Discussion

The structure of discussion contains; description, discussion, starting from the introductory chapter to the closing chapter. The format of structure writing is a

descriptive narrative; it is not as a table of contents. Structure of discussion in this research as follows:

Chapter I contains the introduction of the undergraduate thesis, such as the background of the study, research questions, research objectives, the significance of the study, and definition of key terms.

Chapter II contains a review of related literature, such as the previous research and also theoretical frameworks that related to the current.

Chapter III contains a research method consisting of approaches and research design, location of the research, subject of the research, source of data, research instrument, data collection techniques, data analysis techniques, data validity, and research procedures.

Chapter IV contains the description of research object, research findings, and discussions.

Chapter V contains conclusions of the research and suggestions.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with theories used as the basis for supporting the research.

A. Previous Research

There are several previous research studies that are conducted and related to this research, those are:

1. The undergraduate thesis by Miftahul Mutmainnah, entitled “The Influence of Running Dictation Strategy Toward Students’ Writing Narrative Text Skill at the Eleventh Grade of SMAN 1 Punggur Central Lampung”.

That research used pre-experimental design; it is one group pre-test and post-test. The research approach used quantitative method. The research population is students in the eleventh-grade of SMAN 1 Punggur, it is in central of Lampung, where the sample is 24 students in the class of XI IPS 3. That research used cluster purposive sampling because the sample selected based on a specific purpose.

The result of that research indicated that Running Dictation technique has improved the students’ writing narrative text skill, after they were taught by using running dictation strategy. It was proved by the score of pre-test 44, 25 into 71, 37 mean score of post-test after treatment. Moreover, the

observation data was 23,18 higher than $t_{table} = 2,065$ in 5% and 2,795 in 1%. It means that H_a was accepted and H_o was rejected.⁹

The Miftahul Mutmainnah's research found out the influence of Running Dictation Strategy toward students' writing Narrative text skill at the Eleventh grade of SMAN 1 Punggur Central Lampung which is certainly different from this current research. In this current research, the researcher has described the implementation of Running Dictation Technique in teaching students' speaking skill at the seventh-grade students of SMPN 7 Jember and it applied a qualitative approach.

2. The thesis by Musyrifah Oktaviantika, entitled "The Effectiveness of Running Dictation Strategy to Teach Speaking at Eighth Grade Students of MTs Negeri 3 Boyolali in The Academic Year of 2018/2019".

The researcher used quasi-experimental research design. The population of the research was the eighth grade students of MTs Negeri 3 Boyolali in The Academic year of 2018/2019. The sample of that research was VIII A class as the experimental group and VIII B class as the control group.

The result of that research showed that there was a significant effect of running dictation strategy in the form of teaching speaking to the eight-year students of MTsN 3 Boyolali. The average score of post-test in experiment class (the students who were taught by using running dictation) was 76.98,

⁹ Miftahul Mutmainnah, "The Influence Of Running Dictation Strategy Toward Students' Writing Narrative Text Skill At The Eleventh Grade Of Sman 1 Punggur Central Lampung ", (Thesis, State Institute For Islamic Studies of Metro, Lampung, 2017), 68.

and the average score of post-test in control class (the students who were taught by using instructional conversation) was 70.52. It means that the use of running dictation is effective to teach students speaking skill at the eighth grade of MTsN 3 Boyolali in the academic year of 2018/2019.¹⁰

The difference between Musyrifah Oktaviantika's research that the research used quasi-experimental research and took the sample by using Cluster random sampling, while this current research has used qualitative descriptive. On the other hand, the similarities of both types of researches focus to the speaking skill.

3. The study by Resta Putri Yan Asmoro, Hartati Hasan, and Budi Kadaryanto entitled "Increasing Students' Listening Achievement through Running Dictation".

That research was experimental research. The design used a quantitative research approach. The populations of that research were students of eleventh-grade of SMAN 1 Ambarawa. The sample of that research was XI IPS. 3 class.

The result of that study in pre-test, the score was 55.65 and it became 70.82. in post-test. Thus, there was an increasing of 15.18 points. The result of t-test showed that t-ratio was higher than t-table ($10.534 > 2.042$, the level of significance was $p < 0.05$ and significant two tail was $p=0.000$. It can be

¹⁰ Musyrifah Oktaviantika, "The Effectiveness of Running Dictation Strategy to Teach Speaking at eighth Grade Student of MTs Negeri 3 Boyolali in The Academic Year Of 2018/2019", (Thesis, State Islamic Institute of Surakarta, Surakarta, 2018), 213.

concluded that running dictation is effective to be used in teaching students' listening skill.¹¹

The difference between that study and this research are; the focus on students' listening achievement, while this research focused on students' speaking skill.

Table 1.1
The Similarities and the Differences
Between The Previous Research
With The Research Conducted by the Researcher

No.	Name/ Thesis Title	Similarities	Differences
1	2	3	4
1.	Miftahul Mutmainnah, "The Influence of Running Dictation Strategy Toward Students' Writing Narrative Text Skill at the Eleventh Grade of SMAN 1 Punggur Central Lampung"	Both of the research discuss about Running Dictation	a. Miftahul's thesis used a quantitative approach, while the researcher uses a qualitative approach. b. Miftahul conducted the research in SMAN 1 Punggur Central Lampung, while the researcher conducts in SMPN 7 Jember. c. That research discussed about students' writing Narrative text skill, while this research discusses about student's speaking skill.
2.	Musyrifah Oktaviantika, "The Effectiveness of Running Dictation Strategy to Teach Speaking	Both of the researches discuss speaking and Running Dictation	a. Musyrifah' research used quasi-experimental research design, while this research uses qualitative descriptive

¹¹ Resta Putri Yan Asmoro, Hartati Hasan, Budi Kadaryanto, "Increasing Students' Listening Achievement through Running Dictation", (Tesis, Universitas Lampung, Lampung, 2013), 11-12.

1	2	3	4
	at Eighth Grade Student of MTs Negeri 3 Boyolali in The Academic Year of 2018/2019”		b. That previous one has implemented to the eight-grade students, while the current researcher chooses the seventh-grade students.
3	Resta Putri Yan Asmoro, Hartati Hasan, and Budi Kadaryanto, “Increasing Students’ Listening Achievement through Running Dictation”	Both of the researches discuss Running Dictation	a. Their research was an experimental research design using quantitative research approach experimental, while this research is a qualitative descriptive b. That research discussed students’ listening achievement, while the current researcher discusses students’ speaking skill

B. Theoretical Framework

1. Speaking

a. The Definition of Speaking

Speaking is one of language skills that must be learned by everyone.

This skill is also important in the communication process to deliver our messages. However good a student may be at listening and understanding, it need not follow that he will speak well.¹² It means that we need to more practice in speaking skill.

¹² Geoffrey Broughton, et al, *Teaching English as a Foreign Language*, Second Edition, (New York: Routledge, 1980), 76.

The way of people to express their ideas orally to the listeners called speaking. There is formal and informal speaking, these depend on the situation. Usually informal speaking uses for people that have the closest relation such as family and friends, while the formal speaking uses for academic situations or business

b. Components of Speaking

According to Harris in Kurniati, Eliwarti, Novitri, there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.¹³

1) Comprehension for oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2) Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written

¹³ Azlina Kurniati, Eliwarti, Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru", (Thesis, Riau University, Riau, 2015), 5-6.

form. Having limited vocabulary is also a barrier that precludes learners from learning a language.

4) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

5.) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately.

c. Teaching Speaking

1) The Principles of Teaching Speaking

Brown stated that there are some principles of teaching speaking, those are:¹⁴

- a) Using teaching-learning techniques that cover the spectrum of learner needs, from the language based focus on accuracy to message-based on interaction, meaning, and fluency.

¹⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition. (San Fransisco: Longman, 2006), 275-276.

b) Providing an intrinsically motivating technique.

As a teacher, try at all times to appeal to the student's ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, for "being all that they can be".

c) Encourage the use of authentic language in meaningful contexts.

Give little grammar exercises where we go around the room calling on students one by one to pick the right answer.

d) Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e) Capitalize on the natural link between speaking and listening.

Focusing on speaking goals and listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

f) Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask the question, give directions, and provide information, and students have been conditioned only to "speak when spoken to".

g) Encourage the development of speaking strategies

Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as:

- (1) Asking for clarification,
- (2) Asking for someone to repeat something,
- (3) Getting someone attention,
- (4) Using expressions,
- (5) Using mimic and nonverbal expressions to convey meaning, so on.

2) Types of Speaking Classroom Performance

Brown stated that there are several types of speaking classroom performance, as follows:¹⁵

a) Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. In this type, the students will imitate and practice an intonation contour or try to pinpoint a certain vowel sound.

b) Intensive

Intensive speaking is a step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

¹⁵ H. Douglas Brown, 2006, 271-274.

c) Responsive

A good deal of student speech in the classroom is responsive: short replies to the teacher or student-initiated questions or comments.

d) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e) Interpersonal (dialogue)

Interpersonal dialogue is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

b. Dictation Technique

1) The Definition of Dictation Technique

Dictation is an easily prepared activity that can become a part of the regular classroom routine. The following variations can add variety to this routine and can refocus the learning goal of the dictation activity.¹⁶

¹⁶ I. S. P Nation & J. Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009), 62.

2) The Variations of Dictation Technique

According to Nation and Newton, there are some variations of Dictation Technique that can be used as the technique of language teaching and learning, as follows:¹⁷

a) Running Dictation

A teaching-learning technique that uses short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and the other as the runners.

b) One Chance Dictation

In this technique, the teacher can read the text only once in short phrases. It provides a challenge for the students to pay attention during the learning process.

c) Dictation of Long Phrases

During the writing part of the dictation, instead of reading short phrases once, the teacher can read long phrases or sentences several times. Each group can be about ten or more words long.

d) Guided Dictation

In this technique, nouns, verbs, adjectives, and adverbs are written on the blackboard in the same order as they are in the text. The words on the blackboard help the students remember the complete sentences.

¹⁷ I. S. P Nation & J. Newton, 2009, 62-65.

e) Dictation for a Mixed Class

If the class has some students who are good at dictation and others who are not very good, the teacher can read the text in a special way. The teacher reads the dictation through once without stopping. Then when the teacher reads a phrase for the students to write, she reads the phrase quite quickly so that the good students can write it and then she waits a few seconds and reads the phrase again more slowly for the other learners.

f) Peer Dictation

The learners have a copy of the dictation text in front of them. They work in small groups, with one person in the group reading the dictation for the others to write. It may be turned into a competition in the following way. The learners work in pairs. One learner reads a dictation while the other learner writes.

g) Completion Dictation

The learners are given several printed copies of the text. One copy has a few words missing; the next copy has more words missing, and so on. The learners listen to the text being read by the teacher phrase by phrase and fill in the words missing on their first copy. Then the teacher reads the text again and the learners fill in the missing words on the next copy which has more words missing than the first copy. This continues until the learners are writing the whole dictation.

h) Perfect Dictation

After the dictations have been marked, it is usually good for the learners to hear the dictation again while they look at their marked work so they can pay attention to the parts where they made mistakes.

i) Sentence Dictation

The teacher says sentences and the learners write them. In this way, the learners see their mistakes immediately and can improve during the exercise. The correction can be done by the teacher or a learner writing the sentence on the blackboard and with the learners checking their own work.

j) Unexploded Dictation

The teacher records a text onto a tape-recorder at normal speaking speed and without the pauses that would normally occur in a dictation. Each working with a tape-recorder, the learners have to make their own transcription of the text, using the rewind and pause buttons on the tape-recorder to keep listening to the text until they can make an accurate transcription.

3) Running Dictation as a Technique of Teaching Speaking

Nowadays, there are many teaching techniques existed in the EFL

classroom.¹⁸ One of those teaching techniques is Running Dictation.

a) The Definition of Running Dictation

Running dictation is an activity where students read a text, memorize the text for a short time and then write the text. It is a lively activity that practices reading, listening, speaking and writing.¹⁹ The basic rules of Running Dictation are simple and do not need long preparation. The teachers only need to give clear instructions to the students, and they will enjoy the teaching-learning process.

This technique will make students work in groups, and it is possible to make students more active in the class, because they need to communicate with each other in order to get the information from the text accurately. Besides they will practice their English speaking skill in interesting way and confidently.

In this technique, each group consists of the runners and a writer. The runners must be focus on the text, and memorize it; afterward they have to dictate to the writer. The writer needs to write what they hear from the runner. In the last section, each group has to present its result.

b) The Kinds of Running Dictation

Running Dictation is the process of memorizing and dictating a

¹⁸ Ita S. Samad, "A Study on English Teachers' Teaching Approaches, Methods, and Techniques at A State Senior High School in Enrekang, Indonesia", *lingua Scientia*, Volume 2 No. 2, (November, 2016), 137.

¹⁹ Purnawati, "Running Dictation to Activate Students in Speaking Class", *Journal of English Teaching and Research*, Volume 2 No. 2 (October, 2017), 90.

text, then recording a dictated text accurately in writing.²⁰ There are three kinds of Running Dictation technique, those are:

(1) Running Dictation with Text

The text should be appropriate to the level of the learners.²¹

This kind of Running Dictation is often used in language classes.

The teachers need to cut up the sentences and stick it on the walls of the classroom.

(2) Running Dictation with Picture or Audio

Actually, this kind of Running Dictation has the same activity as the previous one. The only difference is that the learners have to look at pictures and memorize what they see or listen to the audio and memorize what they heard. This kind of Running Dictation is suitable for low-level learners.

(3) Running Dictation with Live Speaker

This is a fun activity with larger groups. In this technique, the students have to dictate short text to each other.

²⁰ Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning*, Third Edition. (New York: Cambridge University Press, 2006), 90.

²¹ Semin Kazazoglu, "Dictation as a Language Learning Tool", *Procedia- Social and Behavioral Sciences*, 70 (2013), 1340.

c) The Procedures of Running Dictation Technique

According to Miftahul Mutmainah, Running dictation can be done in various ways. But, in general, it can be done by the following procedures:²²

- (1) Each group assigns the runners and a writer. The runners' duty is to run to the dictation text, read it, run back and dictates it phrase by phrase to the scribes who will write it down.
- (2) Set the time limit, for example 5 minutes or a series of text can be spelled and when it ends, the activity ends.
- (3) After a short while, the teacher shouts 'change!' and the groups will change runner. This procedure is repeated until the whole text is dictated or until the time limit is up.
- (4) The groups are given a few minutes to edit what they have written.
- (5) The groups exchange their writing and check each other's work based on the dictation text. The group with the least errors will be the winner.
- (6) Only one runner can run to the texts at any one time. For example, Runner 1 will do the running until the teacher shouts

²² Miftahul Mutmainah, "The Influence Of Running Dictation Strategy Toward Students' Writing Narrative Text Skill At The Eleventh Grade Of Sman 1 Punggur Central Lampung ", (Thesis, State Institute For Islamic Studies of Metro, Lampung, 2017), 27-28.

‘change!’ Then Runner 2 takes over until the next ‘change!’

After that it is Runner 1’s turn again.

(7) The runners cannot write for the writer, and the writer cannot run to the texts.

(8) The dictation text must remain on the chair at all the times; it cannot be brought back to the writer.

The logo of IAIN Jember is a large, stylized emblem. It features a central green archway with a yellow heart-like shape at its base. Above the arch is a yellow diamond. The entire emblem is set against a light green background. Below the emblem, the text "IAIN JEMBER" is written in a bold, grey, sans-serif font.

IAIN JEMBER

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with theories used as the basis for supporting the research.

A. Previous Research

There are several previous research studies that are conducted and related to this research, those are:

1. The undergraduate thesis by Miftahul Mutmainnah, entitled “The Influence of Running Dictation Strategy Toward Students’ Writing Narrative Text Skill at the Eleventh Grade of SMAN 1 Punggur Central Lampung”.

That research used pre-experimental design; it is one group pre-test and post-test. The research approach used quantitative method. The research population is students in the eleventh-grade of SMAN 1 Punggur, it is in central of Lampung, where the sample is 24 students in the class of XI IPS 3. That research used cluster purposive sampling because the sample selected based on a specific purpose.

The result of that research indicated that Running Dictation technique has improved the students’ writing narrative text skill, after they were taught by using running dictation strategy. It was proved by the score of pre-test 44, 25 into 71, 37 mean score of post-test after treatment. Moreover, the

observation data was 23,18 higher than $t_{table} = 2,065$ in 5% and 2,795 in 1%. It means that H_a was accepted and H_o was rejected.⁹

The Miftahul Mutmainnah's research found out the influence of Running Dictation Strategy toward students' writing Narrative text skill at the Eleventh grade of SMAN 1 Punggur Central Lampung which is certainly different from this current research. In this current research, the researcher has described the implementation of Running Dictation Technique in teaching students' speaking skill at the seventh-grade students of SMPN 7 Jember and it applied a qualitative approach.

2. The thesis by Musyrifah Oktaviantika, entitled "The Effectiveness of Running Dictation Strategy to Teach Speaking at Eighth Grade Students of MTs Negeri 3 Boyolali in The Academic Year of 2018/2019".

The researcher used quasi-experimental research design. The population of the research was the eighth grade students of MTs Negeri 3 Boyolali in The Academic year of 2018/2019. The sample of that research was VIII A class as the experimental group and VIII B class as the control group.

The result of that research showed that there was a significant effect of running dictation strategy in the form of teaching speaking to the eight-year students of MTsN 3 Boyolali. The average score of post-test in experiment class (the students who were taught by using running dictation) was 76.98,

⁹ Miftahul Mutmainnah, "The Influence Of Running Dictation Strategy Toward Students' Writing Narrative Text Skill At The Eleventh Grade Of Sman 1 Punggur Central Lampung ", (Thesis, State Institute For Islamic Studies of Metro, Lampung, 2017), 68.

and the average score of post-test in control class (the students who were taught by using instructional conversation) was 70.52. It means that the use of running dictation is effective to teach students speaking skill at the eighth grade of MTsN 3 Boyolali in the academic year of 2018/2019.¹⁰

The difference between Musyrifah Oktaviantika's research that the research used quasi-experimental research and took the sample by using Cluster random sampling, while this current research has used qualitative descriptive. On the other hand, the similarities of both types of researches focus to the speaking skill.

3. The study by Resta Putri Yan Asmoro, Hartati Hasan, and Budi Kadaryanto entitled "Increasing Students' Listening Achievement through Running Dictation".

That research was experimental research. The design used a quantitative research approach. The populations of that research were students of eleventh-grade of SMAN 1 Ambarawa. The sample of that research was XI IPS. 3 class.

The result of that study in pre-test, the score was 55.65 and it became 70.82. in post-test. Thus, there was an increasing of 15.18 points. The result of t-test showed that t-ratio was higher than t-table ($10.534 > 2.042$, the level of significance was $p < 0.05$ and significant two tail was $p=0.000$. It can be

¹⁰ Musyrifah Oktaviantika, "The Effectiveness of Running Dictation Strategy to Teach Speaking at eighth Grade Student of MTs Negeri 3 Boyolali in The Academic Year Of 2018/2019", (Thesis, State Islamic Institute of Surakarta, Surakarta, 2018), 213.

concluded that running dictation is effective to be used in teaching students' listening skill.¹¹

The difference between that study and this research are; the focus on students' listening achievement, while this research focused on students' speaking skill.

Table 1.1
The Similarities and the Differences
Between The Previous Research
With The Research Conducted by the Researcher

No.	Name/ Thesis Title	Similarities	Differences
1	2	3	4
1.	Miftahul Mutmainnah, "The Influence of Running Dictation Strategy Toward Students' Writing Narrative Text Skill at the Eleventh Grade of SMAN 1 Punggur Central Lampung"	Both of the research discuss about Running Dictation	a. Miftahul's thesis used a quantitative approach, while the researcher uses a qualitative approach. b. Miftahul conducted the research in SMAN 1 Punggur Central Lampung, while the researcher conducts in SMPN 7 Jember. c. That research discussed about students' writing Narrative text skill, while this research discusses about student's speaking skill.
2.	Musyrifah Oktaviantika, "The Effectiveness of Running Dictation Strategy to Teach Speaking	Both of the researches discuss speaking and Running Dictation	a. Musyrifah' research used quasi-experimental research design, while this research uses qualitative descriptive

¹¹ Resta Putri Yan Asmoro, Hartati Hasan, Budi Kadaryanto, "Increasing Students' Listening Achievement through Running Dictation", (Tesis, Universitas Lampung, Lampung, 2013), 11-12.

1	2	3	4
	at Eighth Grade Student of MTs Negeri 3 Boyolali in The Academic Year of 2018/2019”		b. That previous one has implemented to the eight-grade students, while the current researcher chooses the seventh-grade students.
3	Resta Putri Yan Asmoro, Hartati Hasan, and Budi Kadaryanto, “Increasing Students’ Listening Achievement through Running Dictation”	Both of the researches discuss Running Dictation	a. Their research was an experimental research design using quantitative research approach experimental, while this research is a qualitative descriptive b. That research discussed students’ listening achievement, while the current researcher discusses students’ speaking skill

B. Theoretical Framework

1. Speaking

a. The Definition of Speaking

Speaking is one of language skills that must be learned by everyone.

This skill is also important in the communication process to deliver our messages. However good a student may be at listening and understanding, it need not follow that he will speak well.¹² It means that we need to more practice in speaking skill.

¹² Geoffrey Broughton, et al, *Teaching English as a Foreign Language*, Second Edition, (New York: Routledge, 1980), 76.

The way of people to express their ideas orally to the listeners called speaking. There is formal and informal speaking, these depend on the situation. Usually informal speaking uses for people that have the closest relation such as family and friends, while the formal speaking uses for academic situations or business

b. Components of Speaking

According to Harris in Kurniati, Eliwarti, Novitri, there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.¹³

1) Comprehension for oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2) Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written

¹³ Azlina Kurniati, Eliwarti, Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru", (Thesis, Riau University, Riau, 2015), 5-6.

form. Having limited vocabulary is also a barrier that precludes learners from learning a language.

4) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

5.) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately.

c. Teaching Speaking

1) The Principles of Teaching Speaking

Brown stated that there are some principles of teaching speaking, those are:¹⁴

- a) Using teaching-learning techniques that cover the spectrum of learner needs, from the language based focus on accuracy to message-based on interaction, meaning, and fluency.

¹⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition. (San Fransisco: Longman, 2006), 275-276.

b) Providing an intrinsically motivating technique.

As a teacher, try at all times to appeal to the student's ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, for "being all that they can be".

c) Encourage the use of authentic language in meaningful contexts.

Give little grammar exercises where we go around the room calling on students one by one to pick the right answer.

d) Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e) Capitalize on the natural link between speaking and listening.

Focusing on speaking goals and listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

f) Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask the question, give directions, and provide information, and students have been conditioned only to "speak when spoken to".

g) Encourage the development of speaking strategies

Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as:

- (1) Asking for clarification,
- (2) Asking for someone to repeat something,
- (3) Getting someone attention,
- (4) Using expressions,
- (5) Using mimic and nonverbal expressions to convey meaning, so on.

2) Types of Speaking Classroom Performance

Brown stated that there are several types of speaking classroom performance, as follows:¹⁵

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In this technique, the teacher can read the text only once in short phrases. It provides a challenge for the students to pay attention during the learning process.

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During the writing part of the dictation, instead of reading short phrases once, the teacher can read long phrases or sentences several times. Each group can be about ten or more words long.

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In this technique, each group consists of the runners and a writer. The runners must be focus on the text, and memorize it; afterward they have to dictate to the writer. The writer needs to write what they hear from the runner. In the last section, each group has to present its result.

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¹⁸ Ita S. Samad, "A Study on English Teachers' Teaching Approaches, Methods, and Techniques at A State Senior High School in Enrekang, Indonesia", *lingua Scientia*, Volume 2 No. 2, (November, 2016), 137.

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text, then recording a dictated text accurately in writing.²⁰ There are three kinds of Running Dictation technique, those are:

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The text should be appropriate to the level of the learners.²¹

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The teachers need to cut up the sentences and stick it on the walls of the classroom.

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Actually, this kind of Running Dictation has the same activity as the previous one. The only difference is that the learners have to look at pictures and memorize what they see or listen to the audio and memorize what they heard. This kind of Running Dictation is suitable for low-level learners.

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c) The Procedures of Running Dictation Technique

According to Miftahul Mutmainah, Running dictation can be done in various ways. But, in general, it can be done by the following procedures:²²

- (1) Each group assigns the runners and a writer. The runners' duty is to run to the dictation text, read it, run back and dictates it phrase by phrase to the scribes who will write it down.
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- (5) The groups exchange their writing and check each other's work based on the dictation text. The group with the least errors will be the winner.
- (6) Only one runner can run to the texts at any one time. For example, Runner 1 will do the running until the teacher shouts

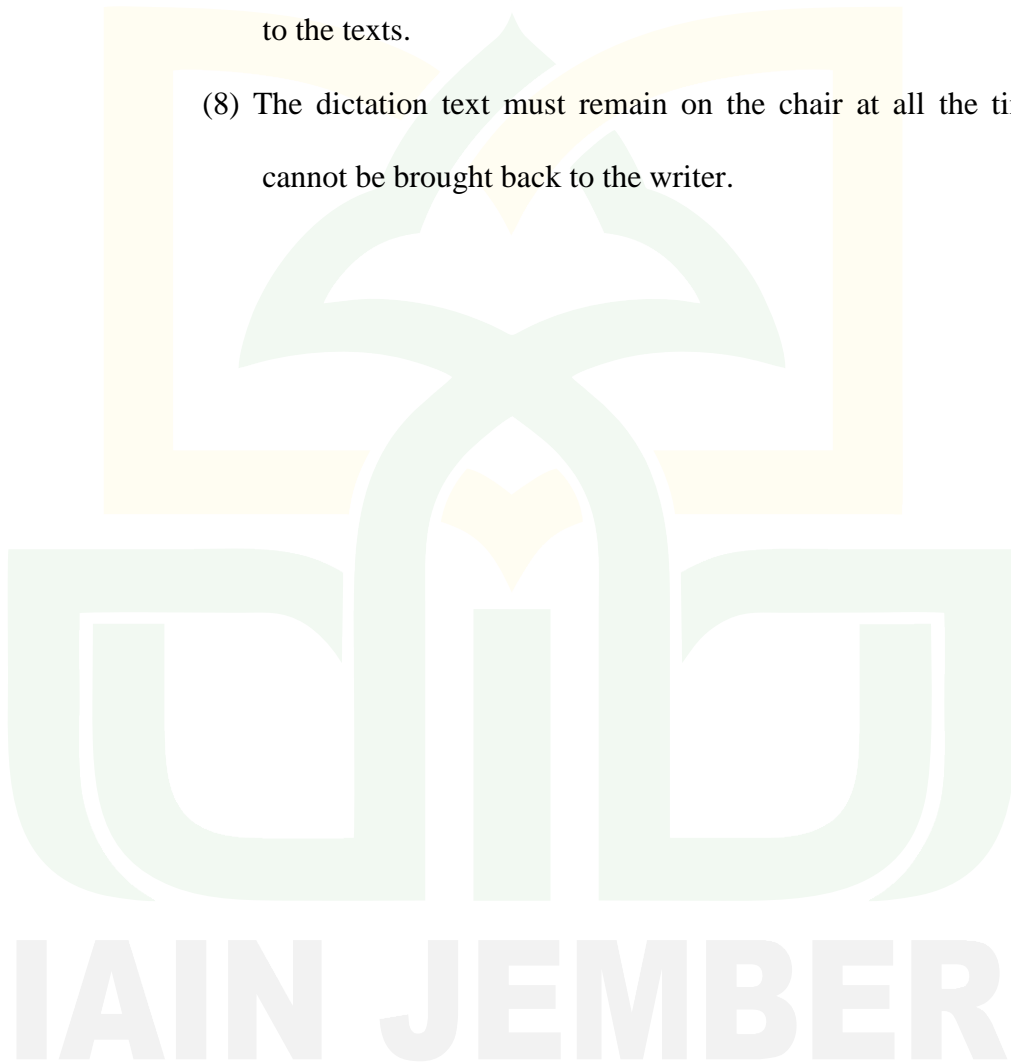
²² Miftahul Mutmainah, "The Influence Of Running Dictation Strategy Toward Students' Writing Narrative Text Skill At The Eleventh Grade Of Sman 1 Punggur Central Lampung ", (Thesis, State Institute For Islamic Studies of Metro, Lampung, 2017), 27-28.

‘change!’ Then Runner 2 takes over until the next ‘change!’

After that it is Runner 1’s turn again.

(7) The runners cannot write for the writer, and the writer cannot run to the texts.

(8) The dictation text must remain on the chair at all the times; it cannot be brought back to the writer.



CHAPTER III RESEARCH METHODS

A. Research Approach and Research Design

In this research, the researcher used descriptive research design and a qualitative research approach. It helped the researcher got information about the implementation of Running Dictation Technique in teaching students' speaking skill at the seventh-grade students of SMPN 7 Jember.

The qualitative research takes place in the natural setting.²³ It means the researcher observes and describes the phenomena as the same as in the fact clearly, without any manipulation. Qualitative research focuses on the process that is occurring as well as the product or outcome.²⁴ This research also collect the data in a descriptive way.

By using this research approach, the researcher obtained the information of the material and teaching aid used in teaching speaking skill by using Running Dictation technique, how the procedure, and how the evaluation of this teaching-learning process. The researcher has described the problems stated on the research problems based on the reality in the teaching-learning process.

B. Location of the Research

This research was conducted at SMPN 7 Jember, the location is at Jl.

Cendrawasih No. 22, Puring, Slawu, Patrang, Jember Regency, East Java. The

²³ John W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Second Edition. (Sage Publications, 2003), 207.

²⁴ John W. Cresswell, 2003, 227.

school was chosen because the researcher had already observed the students in the school during her teaching practice.

C. Subject of the Study

The subject of this research is the students of SMPN 7 Jember. The class chosen by the researcher is the seventh grade students. During her teaching practice, the researcher observed that the students were more active in learning English speaking skill with an interesting technique than another way. So, the researcher want to know how the implementation of Running Dictation technique in teaching students' speaking skill in this class.

D. Source of Data

1. Primary Data Resources

In this research, the primary data resources as follows:

a. The seventh-grade students of SMPN 7 Jember

The data that the researcher got from the seventh-grade students of SMPN 7 Jember, those are; students' interest in English subject, the kinds of teaching technique liked by students, the difficulties in learning English, and students' confidence in speaking English .

b. The teacher of SMPN 7 Jember

The researcher got several data from the teacher of SMPN 7 Jember, those are; the students' achievement, facilities and infrastructure, class condition, and etc.

2. Secondary Data Resources

The secondary data source is the data which obtains indirectly but through other people or documents.²⁵ Based on the statement, the researcher took secondary data from her own field note, teacher's notes, and document review.

E. Research Instrument

In a qualitative approach, the research instrument is the researcher itself. The researcher is the primary instrument in data collection rather than some inanimate mechanism.²⁶ As the human instrument, it is possible for the qualitative researcher to determine the research focus, to collect data, to analyze data, and to make the conclusion based on their own research.

F. Data Collection Techniques

In qualitative research, the following data collection means can be utilized: observation, interview, case studies, personal experiences, and documents.²⁷ In conducting this research, the researcher conducted several ways to collect data, such as doing observation, interview, and document review.

1. Observation

Observation is one of data collecting techniques through the process of observing. Based on that statement, the researcher took the observation

²⁵ John W. Cresswell, 2003, 225.

²⁶ John W. Cresswell, 2003, 226.

²⁷ Larra G. Porras, "Stakeholder Opposition in a Foreign Direct Investment: Case Botnia's Pulp Mill in Uruguay", *Master's Thesis*, (December, 2016), 31.

technique to collect the data. The data from observations consist of detailed descriptions of participants' behaviors, staff actions, and the full range of human interactions.²⁸

The researcher observed the seventh-grade students of SMPN 7 Jember, the teachers, and the administration officer of SMPN 7 Jember. In this research, the researcher used non-participant observation. The researcher observed what the teacher and students do in the class, without teaching or being student there. The researcher only joined to the classroom and observed the teaching learning process. By doing observation, the researcher could monitor the teacher's technique in English language teaching in class. Therefore, the researcher could see the students' activities and the teacher's technique applied by the teacher. The specific information observed by the researcher are:

- a. The implementation of Running Dictation technique in teaching-learning process
- b. The material of teaching-learning process
- c. The teaching aid of teaching-learning process
- d. The evaluation of teaching-learning process

²⁸ Adri Labuschagne, "Qualitative Research- Airy Fairy or Fundamental?", *The Qualitative Report*, Volume 8 Number 1, (June, 2003), 101.

2. Interview

The data from open-ended interviews consist of direct quotations from people about their experiences, opinions, feelings and knowledge.²⁹ There are some kinds of interviews, and in this research, the researcher used semi-structured interviews. In this kind of interview, the respondents gave information freely based on the questions from the researcher.

The researcher interviewed the students and the English teacher. The researcher gave some questions to collect the data about the implementation of Running Dictation technique.

3. Document Review

The third technique is document review. Document review means the effort to collect data by investigating the written object.³⁰ It was conducted to obtain the following documents related to the research:

- a. History of SMPN 7 Jember
- b. Profile of SMPN 7 Jember
- c. Lesson plan

G. Data Analysis Techniques

In this research, the researcher analyzed the data collected by using Miles and Huberman data analysis model. They state that there are three steps of

²⁹ Adri Labuschagne, 2003, 101.

³⁰ Mundry, *Metode Penelitian Kualitatif dan Kuantitatif*. (Jember: STAIN Jember Press, 2013), 86.

analyzing data in research; those are data condensation, data display, and drawing conclusion.

1. Data Condensation

The first step of analyzing data is data condensation. This is referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data appear in the full corpus (body) of written-up field notes, interview, transcripts, documents, and other empirical materials.³¹ In this process, the researcher managed the data to get the important points which related to the research.

2. Data Display

Generically, the display is an organized, compressed assembly to information that permits conclusion drawing and action.³² The aim of this step is to display the data that has been obtained by the researcher. The researcher manages the information and description in order to draw conclusion. The information and description of the data were about the implementation of Running Dictation technique in teaching students' speaking skill which included the learning objective, classroom procedure, classroom technique, learning materials, teacher's roles, students' roles, media, and evaluation. The

³¹ Matthew B. Miles, A. M. Huberman, Johnny Saldana, *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. (USA: Sage Publications, 2014).

³² Matthew B. Miles dan A. M. Huberman, *Qualitative Data Analysis*, Second Edition. (California: Sage Publications, 1994), 11.

researcher displayed the data by using description based on the field notes from interview and observation.

3. Drawing Conclusion

The last step is the stage of drawing conclusions based on findings and verifying data. The researcher has drawn the conclusion of the observation to know the implementation of Running Dictation technique in teaching students' speaking skill at the seventh-grade students of SMPN 7 Jember. The researcher has concluded the results of the research that found.

H. Data Validity

To make sure that the data obtained is trusted, the researcher used technique triangulation and source triangulation to get the data validity. Triangulation is a term originally more common in surveying activities, map making, navigation, and military practices.³³

In the technique triangulation there were three objects used to find out the unknown objects. Thus, in this research the researcher used three techniques of data collecting, those are observation, interview, and document review. While through source triangulation, the researcher checked the data obtained by examining evidence from the sources.

³³ Howard Lune and Bruce L. Berg, *Qualitative Research Methods for The Social Sciences*, Ninth Edition. (England: Person Education Limited, 2017), 14.

I. Research Procedures

In this section, the researcher explained the research stages starting from preliminary research, design development, actual research, and report writing. The stages of the research need to be described to make it easier for the researcher to compile research designs that include activities of planning, implementation, data collection, data analysis and report writing. The stages of this research are as follows:

1. Pre-field Research Stage

In the pre-field research there were six stages, those are:

- a. Developing a research plan
- b. Selecting the research field
- c. Managing licensing
- d. Exploring and assessing the state of the field
- e. Choosing informants
- f. Preparing research instruments

2. Stage of field work

The activities of this stage, include:

- a. Learning the background of the research and preparing self
- b. Entering the field
- c. Participating while collecting data

3. Data Analysis Phase

This is the last stage of the research stages that was discussed before.

There are four activities, include:

- a. Data Condensation
- b. Data Display
- c. Drawing Conclusion



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is the report of the result of research. It consists of research findings and discussion.

A. Description of the Research Object

1. The Brief History of SMPN 7 Jember

SMPN 7 Jember was established under the name Junior High School Patrang on November 28th, 1984. It was located in Jl. Cenderawasih 22 Slawu, Patrang, Jember Regency. Yet after 1986, SMPN Patrang changed its name to SMPN 7 Jember. There have been several changes in school leadership, as follow:³⁴

- a. Abdul Wahid
- b. Ahmad Salam
- c. Koesmijatin
- d. Sri Nuryati
- e. Drs. Sunaryono, M.M
- f. Drs. Syaiful Bahri, M.Pd. – current

In the last ten years, SMPN 7 Jember is famous for its achievements in sports.

Therefore the students' recruitment is opened through two ways of registration, sports achievements and academic or regular achievements. For them who have talent in sports, this is a golden opportunity when enrolling in SMPN 7 Jember.

³⁴ Document review, *SMPN 7 Jember*, August 26th 2019.

For this effort, SMPN 7 Jember is the only Junior High School institution in Jember that has a sports center as a tribute from the Jember government.

2. The Profile of SMPN 7 Jember

Table 4.1
The Profile
of SMPN 7 Jember

No	School Identity		
1	School Name	SMPN 7 Jember	
2	NPSN	20523892	
3	Educational level	Junior High School	
4	School status	Public School	
5	Address	Jl. Cendrawasih 22	
6	Postal code	68116	
7	Village	Slawu	
8	Sub-district	Patrang	
9	Regency / City	Jember	
10	Province	East Java	
11	Country	Indonesia	
12	Geographical Position	-8,155	Lintang
		113,6936	Bujur

Source: Document review 2019

Table 4.2
The Facilities
of SMPN 7 Jember

No	Facilities	Total
1	2	3
1	Classroom	28
2	Headmaster's room	1
3	Teachers' room	1
4	Administrations' room	1
5	UKS room	1
6	Curriculum room	1

1	2	3
7	Auditorium	1
8	Computer Laboratory	1
9	Counseling room	2
10	OSIS room	1
11	Music room	1
12	Language Laboratory	1
13	Science Laboratory	1
14	Students' cooperative room	1
15	Mosque	1
16	Warehouse	1
17	Library	1
18	Sport hall	1
19	Toilet	7

Source: Document review 2019

Organizational Structure of SMPN 7 Jember

- a. Headmaster : Drs. Syaiful Bahri, M.Pd
- b. Committee : Ir. Nanang Abdussalam
- c. Vice Headmaster : 1) Ahmad Syafi'i, S.Pd
2) Tulus Wijayanto, S.Pd, M.Si
- d. Curriculum : Agus Salim, S.Pd
- e. Administration : Gunawan Sayekti, A.Md
- f. Facilities : 1) Dwi Sugeng Winarto, S.Pd
2) Jupri Ahmadi, S.Pd.
- g. Public Relations : Drs. Syahrowi

h. Students affairs : Sulistianah, S.Pd

i. Coaches of OSIS : Sulastri, S.P

3. The Geographical Location of SMPN 7 Jember

SMPN 7 Jember was located at Jl. Cendrawasih 22 Slawu, Patrang, Jember Regency-East Java. Geographically, the location of this school is quite conducive for education, because there are some Senior High Schools around SMPN 7 Jember, such as MAN 2 Jember and SMKN 3 Jember.

4. Vision, Mision and Objective of SMPN 7 Jember

a. Vision

Good morals, High Achievement, Innovative, Insightful Healthy Environment

b. Mission

To realize the vision, SMPN 7 Jember determines several strategic steps through school's mission:

- 1) Realizing and developing the professionalism of educators and education staff through coaching and training oriented to the mastery of information technology.
- 2) Creating graduates with high achievements and good morals.
- 3) Realizing an active, creative and efficient learning process by implementing learning innovations based on Context Teaching Learning (CTL)

- 4) Developing a curriculum that utilizes the school environment and national standards with a transparent and objective assessment system
- 5) Developing all students' potential, talents, interests, and creativity through extra sports and arts activities
- 6) Achieving complete facilities and support learning activities.
- 7) Realizing a healthy school by promoting hygiene and environmental care activities.
- 8) Creating transparent school management in the management and financing of schools by promoting community participation.

c. Objective

- 1) The formation of professional educators and employees who can provide excellent service to students and the community.
- 2) The creation of graduates with high achievements and good morals
- 3) The realization of a creative and efficient learning process with the use of teaching aid and innovation in learning
- 4) Preparation of a curriculum that is oriented towards school characteristics and has a nationally standardized assessment system
- 5) The actualization of all potential students in the academic and non-academic fields
- 6) Fulfillment of all facilities that supports learning direct or indirectly
- 7) The realization of a healthy school environment with a high level of concern for the school community towards the environment

- 8) Implementation of all school programs with management and funding that involves direct community participation.

B. Research Findings

The research findings were taken from the result of the implementation of the teaching and learning process, interview, and the documents related to the research.

1. The Implementation of Running Dictation Technique in Teaching Students' Speaking Skill

The researcher conducted the observation at the seventh-grade students of SMPN 7 Jember in two meetings. At the first meeting, the teacher started the class by greeting the students, had them pray and informed them about what they were going to have in the class that day. Then the teacher explained about Greeting. After the teacher explained, there were some questions from the students, and they could get the material easily. The teacher gave a conversation as an example of Greeting from their handbook, and then asked the students to read the conversation text and to imitate the teachers' way of pronouncing the words. Afterwards, the teacher asked them some questions to monitor their comprehension of the conversation text.³⁵

Some students could answer the questions easily but some students seemed not serious and not interested in it because they did not know the meaning of each word. Fatimah Dinda stated that:

³⁵ Observation, *SMPN 7 Jember*, August 12th 2019.

“Yang membuat Aku gak tertarik dengan Bahasa Inggris itu sulit banget menerjemahkan artinya”.³⁶

Translation:

“I am not interest in English because it is difficult to translate the meaning”.

Sulton Fawiz also said that:

“Aku susah banget menerjemahkan arti kalimat nya”.³⁷

Translation:

“It is difficult for me to translate the meaning of the sentence”.

After explaining that, the teacher leads the teaching-learning process to build motivations for the students. Based on the classroom observation, the researcher found that the students had a lack of vocabulary. The researcher found out that sometimes the students looked confused when they found an unfamiliar word and got low self-confidence in speaking English. Nurul stated that:

“Aku nggak percaya diri kalau ngomong Bahasa Inggris, soalnya teman-temanku nggak ngomong Pakai Bahasa Inggris di kelas”.³⁸

Translation:

“I am not confident enough to speak English, because my friends don't speak English in the class”.

Based on Nurul's statement above, the researcher found out that the class environment and the classmates did not support each other to speak English and they had low-self confidence.

In the interview, the English teacher of SMPN 7 Jember stated that:

³⁶ Fatimah Dinda, interview, Jember, August 3rd 2019.

³⁷ Sulton Fawiz, interview, Jember, August 3rd 2019.

³⁸ Nurul Akromah, interview, Jember, August 3rd 2019.

“The difficulties are faced by students in learning English, the first they do not understand the meaning of a word of all sentences, the second weak in pronunciation and the third afraid of making mistakes when they tried to speak up”.³⁹

According to Nurul, a seventh-grade student also stated that:

“Aku suka Bahasa Inggris, tapi kadang-kadang Aku bingung cara ngomong nya. Jadi, mending aku diam saja daripada ngomong tapi pengucapan nya salah”.⁴⁰

Translation:

“I like English, but sometimes I am confused about how to pronounce it. So I remain quiet than talking with wrong pronunciation.”

Some students asked the unfamiliar word on a conversation text and wanted to know the meaning. Yet, the teacher asked them to find the meaning of a pocket dictionary. After all of the unfamiliar word had been translated, the teacher checked their comprehension in a short question related to the conversation text. The students allowed to answer the question with their words, but still in English.

Before running dictation start to play, the teacher explained that the group which could be the winner was the group which could finish the game quickly and which could write the sentences correctly. The technique here refers to the implementation of Running Dictation to teach students' speaking skills. Since the teacher and students could implement those activities in teaching- learning process, it means that this technique was applicable. The students had

³⁹ Heri Ernawati, interview , Jember, August 3rd , 2019.

⁴⁰ Nurul Akromah, interview, Jember, August 3rd , 2019.

participated actively in the class because the technique encouraged them to speak in the group work. Based on the interview, the English teacher said:

“The students like active learning, such as Running Dictation technique. Usually, they will be more active and enthusiastic when I teach using interesting techniques”⁴¹

In the Running Dictation technique, the teacher divides students into small groups and each group consists of a runner and a writer. Then, the teacher played the audio in front of the class into two sessions which consisted of two lines students for a session. The runner must have run to the teacher to listen to the audio, memorize the sentences from the audio, and run to the writer to give information on what they had heard through the audio. Meanwhile, the writer should have written information from the runner correctly. At the first meeting, the teacher only implemented the Running Dictation technique without giving evaluation for the students. The teacher asked the students to keep their work till the next meeting.

At the second meeting, the researcher also observed teaching and learning process directly in the class. As usual, the teacher came to the class. It was different from the previous meeting in which the teacher began the class by explaining the material, in the second meeting the teacher directly asked about the group work from the students. The teacher asked students to submit it and then check the work of the students at the previous meeting. Next, each group should have presented their works in front of the class. The researcher found out

⁴¹ Heri Ernawati, interview, Jember, August 3rd 2019.

that by using this way most of the students looked more confident in speaking english. Teovanny, as the seventh-grade student stated that:

*“Cara yang dilakukan oleh Guru secara gak langsung memaksa kami buat ngomong, jadi Aku ngerasa lebih percaya diri waku ngomong Bahasa Inggris”.*⁴²

Translation:

“The teacher indirectly forces us to speak by applying such way, so I feel more confident when speaking English.”

Based on the observation and interview with the English teacher and the seventh-grade students, the researcher realized that Running Dictation technique is one of strategy in teaching English speaking skill which was applicable in the class. Besides, the implementation of Running Dictation technique also could encourage students to be more confident in speaking English. According to K13 Curriculum (2013 Curriculum) which consists of integrated skill, this technique not only focused on speaking skill, but also it could develop students' listening and writing skill.

2. The Material of Running Dictation Technique

Teaching material is very important instrument to help the learners to take part in the teaching-learning process. Based on the classroom observation, the material used by the teacher in Running Dictation technique is about Greeting.

The English teacher of Junior High School stated that:

“I used Greeting as the material in Running Dictation technique. Because the material was understandable, even though they faced some difficulties

⁴² Teovanny, interview, Jember, August 24th 2019.

in those activities, they were still enthusiastic because the material was in line with the students' level and concerned with their daily life."⁴³

It was suitable with the curriculum standard because in the school Greeting began to be taught in seventh grade. Tasya as the seventh-grade student also said that:

*"Aku senang dan ngerti materi tentang greeting yang diajarkan oleh Guru".*⁴⁴

Translation:

"I am happy and understand the greeting material taught by the teacher".

But the English teacher said that this technique could not be applied for all of English materials. The English teacher stated:

*"Actually we can not apply Running Dictation technique for all English materials. Usually I used this technique for materials which related to listening, speaking and writing skill. I did not apply this technique for materials of grammar or reading skill. Because it is a kind of materials that need more attention from the students. And they need to learn seriously."*⁴⁵

According to the result of observation and interview, the researcher argued that the material used was relevant to the curriculum standard and the learning objectives. The teacher did not only take the material from audio, but also from the students' handbook, such as the conversation in Greeting material. Before applying Running Dictation technique in the class, the teacher had considered the skills and the materials given, because it should have been suitable for the

⁴³ Heri Ernawati, interview, Jember, August 26th 2019.

⁴⁴ Tasya, interview, Jember, August 26th 2019.

⁴⁵ Heri Ernawati, interview, Jember, August 26th, 2019.

students. The teacher used to applying this technique for materials which contained of listening, writing and speaking skill

3. The Teaching Aid of Running Dictation Technique

Teaching aid is an important component in the teaching-learning process. In this case, the teaching aid is used to convey messages from the teacher in order to students to stimulate students' thoughts, feelings, and concerns or wishes, so that later they will support the learning process. Based on the observation in the class, the English teacher of SMPN 7 Jember could use more modern teaching aid than before. In this Running Dictation technique, the teacher used audio as the main media. The English teacher of SMPN 7 Jember stated that:

*“Sometimes I use facilities from school to teach, like LCD. but in this running dictation, I use audio as the teaching aid. Because by using audio, I can make the students focus and maintain students’ attention during the teaching-learning process”.*⁴⁶

By using this teaching aid, the teacher did not only increase students’ speaking skill but also their listening skill indirectly. Beside it could solve the students’ problem in learning English, like getting bored easily, because they could focus on their group work and listen to the audio carefully. They could not make any chaos in the class. Fatima as the seventh-grade student also stated that:

⁴⁶ Heri Ernawati, interview, Jember, August 26th 2019.

*“Penggunaan teaching aidaudio membuat kami mudah buat meniru gimana cara pengucapan kata dalam Bahasa Inggris. Jadinya gak cepat bosan”*⁴⁷

Translation:

“The use of audio as the teaching aid makes it easy for us to imitate how the pronunciation of a word in English, so we do not get bored quickly.”

Based on the explanation above, the researcher found out that teaching aid is an important tool that should be prepared by the teacher before teaching-learning process, because teaching aid could make students feel easy to understand the material.

4. The Evaluation of Running Dictation Technique

Some students still had lack confidence when they were asked to speak by the teacher. They still felt shy and nervous. The teacher evaluated the students' speaking ability by asking each group to present their work in front of the class. There were five components used by the teacher to evaluate their speaking skill, those were comprehension, grammar, vocabulary, pronunciation, and fluency.

The English teacher of SMPN 7 Jember stated that:

“I evaluate their speaking skill by using Running Dictation technique based on five components of speaking, those are comprehension, grammar, vocabulary, pronunciation, and fluency”.⁴⁸

Sulton as the seventh-grade student also said that:

“Evaluasi nya yang dilakukan Guru bikin kita ngerti kesalahan-kesalahan dalam pengucapan kata nya waktu ngomong Bahasa Inggris”.⁴⁹

⁴⁷ Fatima Dinda, interview, Jember, August 24th 2019.

⁴⁸ Heri Ernawati, interview, Jember, August 26th 2019.

⁴⁹ Sulton Fawiz, interview, Jember, August 26th 2019.

Translation:

“The evaluation conducted by the teacher made me understand of my mistakes in pronouncing words when I spoke English”.

According to the classroom observation, the researcher found out that by doing this evaluation the students could speak English confidently even with wrong pronunciation. The teacher informed the students about their wrong pronunciation, hopefully by this way the students would better in pronouncing words than before. The teacher did not only evaluate the students' speaking skill, but also tried to apply character building of the students based on Core Competency in K13 (2013 Curriculum). In this Running Dictation technique, the teacher gave evaluation to the students related to the Core Competency 1 and 2, namely religious and responsibility. By this evaluation, the students were expected to be honest when working in groups and responsible to their group work.

B. Discussions

After the data obtained from the results of the research with the observations, interviews, and document review method, the data were presented and analyzed through discussion of findings, as the result of the main ideas or research questions that have been discussed in the previous section. Based on the research findings, in this section, the researcher discusses the findings of the research. This communicated with the data that exist in the field conducted by the researcher during the research. Based on the focus of the research that has been formulated

previously, about "A Study of Running Dictation Technique in Teaching Students' Speaking Skill at the Seventh-grade Students of SMPN 7 Jember".

According to the results of the research conducted through observation, interviews, and document review, the researcher tried to make the description of the research findings with the relevant references. There are some findings that researcher found from the field about "A Study of Running Dictation Technique in Teaching Students' Speaking Skill at the Seventh-grade Students of SMPN 7 Jember":

1. The Implementation of Running Dictation Technique

One that must be considered when trying to deliver learning material is a learning technique that will be used. Varied learning techniques could reduce students' boredom in the teaching-learning process. Based on the observation at the seventh-grade students of SMPN 7 Jember, the researcher found that most of the students had a lack of vocabulary and less-confident in speaking English. To solve these problem, the English teacher applied Running Dictation as a kind of dictation technique in teaching speaking which was suitable for students' needs. It was related to the theory of Brown about the principle in teaching speaking, "Use teaching-learning techniques that cover the spectrum of learner needs, from the language-based focus on accuracy to message-based on interaction, meaning, and fluency".⁵⁰

⁵⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition. (San Fransisco: Longman, 2006), 275.

The Dictation technique had been chosen by the English teacher because it did not need complicated preparation. This finding related to the theory of Nation and Newton, “Dictation is an easily prepared activity that can become a part of the regular classroom routine. The following variations can add variety to this routine and can refocus the learning goal of the dictation activity”.⁵¹ According to the English teacher statement in the previous section, the teacher realized when the students are good in one skill such as listening, it did not mean that they would also be good at speaking. Thus, the teacher used this technique in teaching students’ speaking skills. This finding relevant to the theory of Geoffrey et. al, “However good a student may be at listening and understanding, it need not follow that he will speak well”.⁵²

Before applying Running Dictation, the teacher had given instructions of this technique. Next, the teacher divided students into small groups which consisted of a runner and a writer. It was related to the theory of Nation and Newton, “Students work in pairs or small groups. One learner is the writer and the other as the runners”.⁵³ The runner and the writer should have worked based on their own job, they did not allow to help each other. This finding was

⁵¹ I. S. P Nation & J. Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009), 62.

⁵² Geoffrey Broughton et al, *Teaching English as a Foreign Language*, Second Edition, (New York: Routledge, 1980), 76.

⁵³ I. S. P Nation & J. Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009), 62.

relevant to the theory of Miftahul Mutmainah, “The runners cannot write for the writer, and the writer cannot run to the texts”.⁵⁴

During the teaching-learning process by using the Running Dictation technique, the researcher found most of the students were being responsive to the material given. They had tried to ask questions and give opinions. This finding research related to the theory of Brown about several types of speaking classroom performance, “A good deal of student speech in the classroom is responsive: short replies to the teacher or student-initiated questions or comments”.⁵⁵ Beside that, the teacher also gave chance to the students for being responsive during the teaching-learning process.

2. The Material of Running Dictation Technique

Based on the observation and the interview, the researcher found that the implementation of learning techniques was chosen by considering the condition of the students, the learning material that would be delivered, and mastery of the techniques that would be used. The teacher should have had teaching materials that were appropriate and easy to understand by the students. Thus, the learning objectives were easier to obtain. The researcher found that the English teacher used the materials based on the curriculum standard in teaching students’ speaking skill by using Running Dictation technique.

⁵⁴ Miftahul Mutmainah, “The Influence Of Running Dictation Strategy Toward Students’ Writing Narrative Text Skill At The Eleventh Grade Of Sman 1 Punggur Central Lampung “, (Thesis, State Institute for Islamic Studies of Metro, Lampung, 2017), 28.

⁵⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition. (San Fransisco: Longman, 2006), 273.

The teacher also said that not all of the materials could be applied for this technique. It was related to Sophiaty in Cahyono stated that “An English teacher should be able to select the suitable materials for the pupils”.⁵⁶ Based on the interview with the English teacher, the materials which contained speaking, listening, and writing were appropriate to use with Running Dictation technique. Therefore, the teacher did not use this technique in teaching grammar or reading skill where the students need more attention in learning this material.

3. The Teaching Aid of Running Dictation Technique

Teaching aid needed by the teacher in the teaching-learning process to make the material given easy to understand by the students. It was relevant to the theory of Bolla, “The teaching aid if used in the educational setting will complement the teaching-learning process. It will make the English language teaching better and more effective, and will also ‘enhance the students’ ability to understand and experiment with the language. In fact, the teaching aid can act as a facilitator in the teaching-learning process”.⁵⁷ Teaching aid selected by the teacher should consider the conditions of students.

According to the observation, the researcher found that the teacher used audio as the teaching aid of Running Dictation technique. This teaching aid chosen by the teacher because it could help the students to focus during the

⁵⁶ Bambang Yudi Cahyono, *Teaching English by Using Various Text Types* (Malang: State University of Malang Press, 2011), 184.

⁵⁷ Bolla Malikharjuna Rao, “Use of Teaching aidas an Instructional tool in English Language Teaching (ELT) at Undergraduate level”, *Academic Journals*, 5 (August, 2014), 142.

teaching-learning process and it could increase the students' listening skills. It was relevant to the previous research conducted by Asmoro, Hasan, Kadaryanto entitled "There was a significant increase of students' listening achievement after being taught through running dictation at SMAN 1 Ambarawa Pringsewu."⁵⁸ Their research used audio as the teaching aid of Running Dictation and focused on listening achievement.

4. The Evaluation of Running Dictation Technique

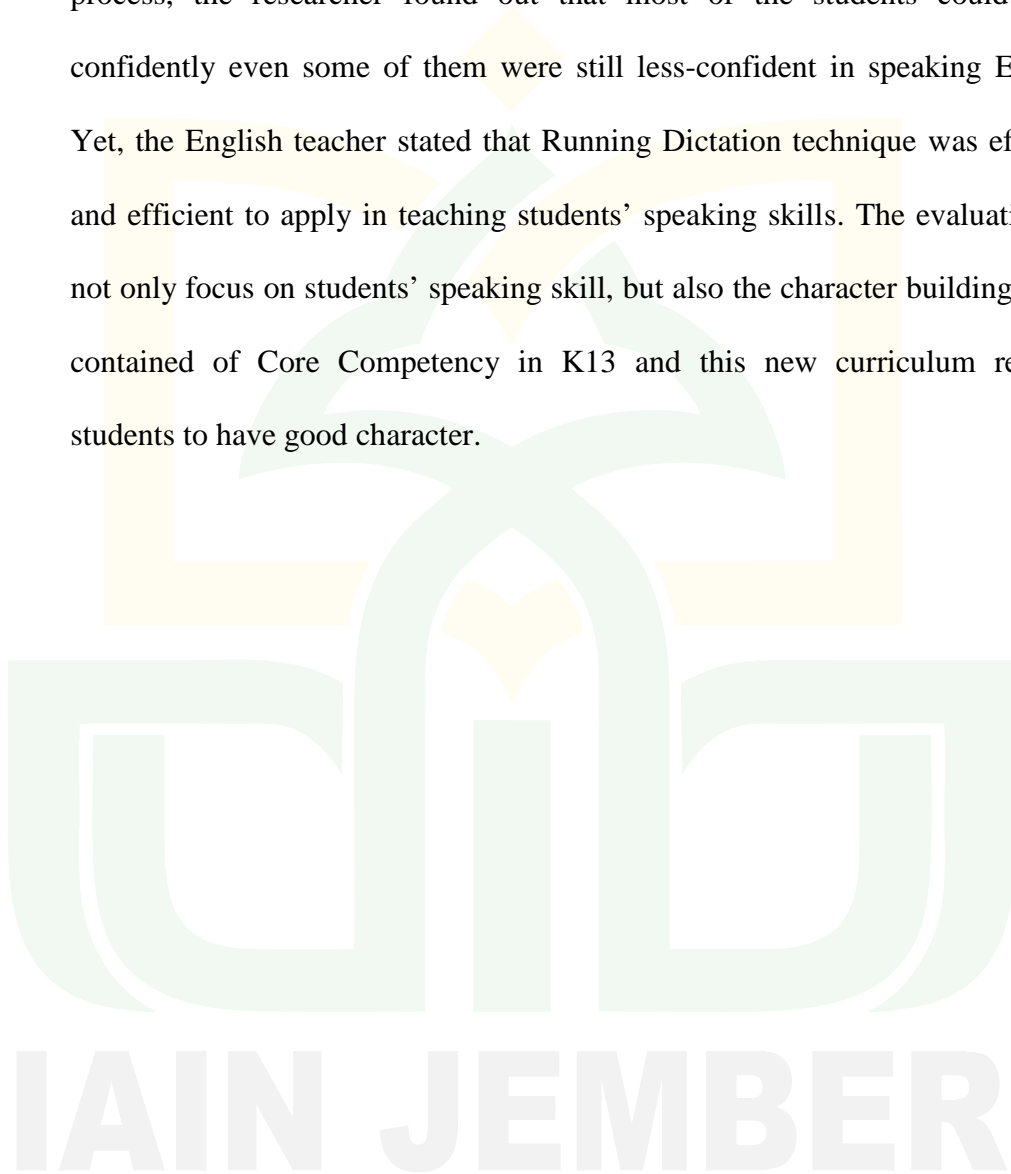
Based on the observation, the researcher found out that the teacher evaluated the students speaking skills by five aspects, comprehension, grammar, vocabulary, pronunciations, and fluency. This is related to the theory of Harris in Kurniati, Eliwarti, Novitri, "There are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciations, and fluency".⁵⁹ In doing this evaluation, the teacher asked each group to present their group work in front of the class. Afterwards, the teacher started to evaluate the students' speaking skill through their comprehension, grammar, vocabulary, pronunciation, and fluency.

The teacher evaluated students' comprehension, grammar and vocabulary by asking about the greeting material. Then, the teacher evaluated students'

⁵⁸ Resta Putri Yan Asmoro, Hartati Hasan, Budi Kadaryanto, "Increasing Students' Listening Achievement through Running Dictation", (Tesis, Universitas Lampung, Lampung, 2013), 12.

⁵⁹ Azlin Kurniati, Eliwarti, Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru", (Thesis, Riau University, Riau, 2015), 5.

pronunciation and fluency during their presentation in front of the class. In this process, the researcher found out that most of the students could speak confidently even some of them were still less-confident in speaking English. Yet, the English teacher stated that Running Dictation technique was effective and efficient to apply in teaching students' speaking skills. The evaluation did not only focus on students' speaking skill, but also the character building which contained of Core Competency in K13 and this new curriculum required students to have good character.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers both the conclusions and the suggestions of the research findings and discussion presented in the previous chapter. The first is the conclusion of the research findings and the second is suggestions which are addressed for the teaching students' speaking skill by implementing the Running Dictation technique for future research.

A. Conclusions

The conclusions cover the answers to the research questions, as follows:

1. The Implementation of Running Dictation technique in teaching students speaking skill in SMPN 7 Jember made students participate actively during the teaching-learning process, they asked to the teacher when they did not understand the material presented. The teacher explained about the material given and the instructions of Running Dictation technique. The students were divided into small groups which consisted of a runner and a writer. The runner should have run to the audio, memorize the sentences and inform it to the writer. The writer should have written the sentences correctly.
2. The material selected by the teacher for the Running Dictation technique was based on the standard curriculum. Since the teacher could not use this technique for all materials, it was used to apply for the materials which contained speaking, listening and writing skill.

3. The teaching aid used by the teacher was audio. It could maintain students' attention during the teaching-learning process. Besides, this teaching aid also gave students' opportunity to increase their listening skill.
4. The evaluation given by the teacher not only focus on speaking skill such as comprehensions, vocabulary, grammar, pronunciation and fluency, but also included the Core Competency point 1 and 2, namely religious and responsibility. Thus, the teacher also paid attention to character building of the students.

B. Suggestions

1. Suggestions to the teacher are :

- a. Based on the finding running dictation technique can be used in teaching students' speaking skills, the teacher can help students increase their speaking skills by applying running dictation.
- b. Before the running dictation activity being done, it is important for the teacher to explain clearly what they are going to do to minimize their confusion and noise during the activity.
- c. The teacher should control the students' activities in the class since the students will be noisy if they are not well-guided.
- d. Running dictation is one of teaching techniques, so the teacher can also employ it into integrated skills such as among listening and speaking, listening and writing.

2. Suggestions to other researchers are:

- a. In this research, running dictation technique is conducted in teaching students' speaking skill at the seventh-grade students Junior High School to know how the implementation of Running Dictation technique. Other researchers can conduct this technique on a different level of students such as Senior High School by using different teaching aid and materials.
- b. Other researchers can conduct Running Dictation technique on a different skills, while in this research the researcher focused on speaking skill.
- c. This research is Qualitative Descriptive research, other researchers can conduct Running Dictation technique in Quantitative research or Classroom Action Research.

IAIN JEMBER

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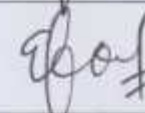

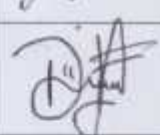
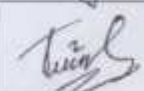
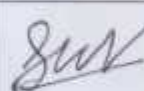
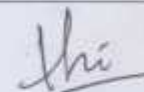





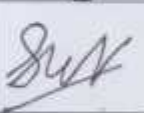

Appendix 1

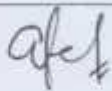
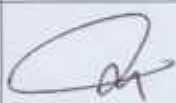

RESEARCH MATRIX

Title	Variable	Sub Variable	Indicator	Source of Data	Research Method	Research Problem
A Study of Running Dictation Technique in Teaching Students' Speaking skill at the Seventh-Grade Students of SMPN 7 Jember	Running Dictation Technique in Teaching Speaking skill	1. Kinds of Running Dictation Technique 2. Components of speaking	a. Running Dictation with Text b. Running Dictation with Picture c. Running Dictation with live speaker a. Comprehension b. Fluency c. Pronunciation d. Grammar e. Vocabulary	1. Students 2. English teacher	1. Research Design: a. Qualitative b. Descriptive 2. Technique of Collecting Data: a. Observation b. Interview c. Document Review 3. Miles and Huberman data analysis: a. Data Condensation b. Data Display d. Conclusion 4. Data Validation: a. Data Source triangulation b. Triangulation technique	1. How is the implementation of Running Dictation technique in teaching students' speaking skill? 2. What is the material used in Running Dictation technique to teach student's speaking skill? 3. What is the media used in Running Dictation technique to teach students' speaking skill? 4. How is the English teacher evaluate the students by using Running Dictation technique in teaching students's speaking skill?

Appendix 2

RESEARCH JOURNAL

No.	Day/Date	Activity	Note/Informant	Signature
1.	Monday, July 29 th 2019	Giving Permission Letter	Tulus Wijayanto, S. Pd, M.Si	
2.	Saturday, August 3 rd 2019	Interview	Heri Ernawati, S. Pd	
			Nurul Akromah	
3.	Monday, August 5 th 2019	Interview	Fatimah Dinda	
			Tasya	
4.	Saturday, August 10 th 2019	Interview	Sulton	
			Teovany	
5.	Monday, August 12 th 2019	Classroom Observation	Heri Ernawati, S. Pd	
6.	Monday, August 19 th 2019	Classroom Observation	Heri Ernawati, S. Pd	
7.	Saturday, August 24 th 2019	Interview	Teovany	
			Nurul Akromah	
			Fatimah Dinda	
8.	Monday, August 26 th 2019	Interview	Sulton	
			Tasya	

			Heri Ernawati, S. Pd	
		Asking data of Junior High School 7 Jember	Gunawan Sayekti, A. Md	
9.	August 29 th , 2019	Asking and Receiving finishing letter from Junior High School 7 Jember	Gunawan Sayekti, A. Md	

Jember, 29 Agustus 2019

Kepala SMPN 7 Jember




Drs. Syarifol Bahri, M. Pd

NIP. 19640109 198501 1 002

Appendix 3

Observation Guide

A. Target of the Observation

1. The teacher who teaches the class
2. Students
3. The learning process in the classroom
4. Matters related to the use of learning media which include:
 - a. Availability of facilities and infrastructure
 - b. Media used by the teacher
 - c. Learning Materials
 - d. Evaluation of the teaching-learning process

B. Data of Observation

The data that the researcher needs to collect as follows:

1. The general description of the research questions
2. The teacher activities in teaching English (speaking)
3. The activities of students in English subject (speaking)

Appendix 4

Interview Guide for the English Teacher

1. What difficulties are faced by students in English learning process?
2. What kind of teaching technique that the students like?
3. How does the speaking acquisition in the seventh-grade class?
4. How is the implementation of Running Dictation technique in the class?
5. What is the material used in Running Dictation technique?
6. What is the teaching aid used in Running Dictation technique?
7. How is the evaluation of teaching students' speaking skill by using Running Dictation technique?
8. Is the Running Dictation technique effective and efficient in teaching students speaking skill?

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Interview Guide for Students

1. Apakah kalian menyukai mata pelajaran Bahasa Inggris?
2. Teknik/ metode seperti apa yang kalian sukai ketika Guru menyampaikan materi nya?
3. Apa kesulitan yang kalian alami ketika mata pelajaran bahasa inggris, khusus nya speaking?
4. Apakah kalian cukup percaya diri untuk berbicara menggunakan Bahasa Inggris, baik dengan teman maupun dengan Guru?
5. Apakah di kelas kalian sudah mulai membiasakan untuk berbicara menggunakan Bahasa Inggris?
6. Faktor apa yang menghambat kalian untuk berbicara menggunakan Bahasa Inggris?
7. Bagaimana menurut pendapat kalian terkait tehnik Running Dictation yang diterapkan Guru dalam pembelajaran Bahasa Inggris?
8. Apakah kalian merasa senang dengan tehnik yang diterapkan tersebut? Mengapa?
9. Apakah dengan diterapkannya tehnik ini bisa membuat kemampuan Bahasa Inggris kalian bertambah?
10. Apakah kalian merasa kesulitan dengan tehnik ini?
11. Apakah kalian merasa lebih percaya diri untuk berbicara Bahasa Inggris ketika belajar menggunakan tehnik ini?

Appendix 5. Documentation

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 7 JEMBER
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VII/Ganjil
Materi Pokok : Greeting
Tahun Pelajaran : 2019 / 2020
Alokasi Waktu : 4 Jam Pelajaran (2 Pertemuan)

A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

NO	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1.	3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	3.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru. 3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal.

2.	4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai	<p>4.1.1 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal.</p> <p>4.1.2 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal.</p> <p>4.1.3 Mendeskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal</p> <p>4.1.4 Menulis deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal</p>

C. Tujuan Pembelajaran

1. Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Menganalisis secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal
- Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal

2. Pertemuan Kedua

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru.
- Membuat deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal
- Menjelaskan kembali informasi yang didapat dari audio

Fokus nilai-nilai sikap

1. Religius
2. Tanggungjawab

D. Materi Pembelajaran

- Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.
- Ungkapan-ungkapan yang lazim digunakan

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Menulis conversation tentang Greeting berdasarkan audio yang diputar oleh Guru

E. Metode Pembelajaran

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : Running Dictation

F. Media Pembelajaran

1. Audio
2. Lembar Kerja Siswa

G. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2016. *Buku Siswa Mata Pelajaran Bahasa Inggris*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2016. *Buku Siswa Mata Pelajaran Bahasa Inggris*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
3. Modul/bahan ajar,
4. Internet,
5. Sumber lain yang relevan

H. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 40 menit)		Waktu				
<p style="text-align: center;">Kegiatan Pendahuluan</p> <ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran• Memeriksa kehadiran peserta didik sebagai sikap disiplin• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung• Mengajukan pertanyaan.		10 menit				
<p style="text-align: center;">Kegiatan Inti</p> <table><tr><th>Langkah Pembelajaran</th><th>Deskripsi</th></tr><tr><td>Stimulation</td><td><ul style="list-style-type: none">❖ Melihat (tanpa atau dengan alat)/ → <i>Peserta didik diminta untuk mengamati teks percakapan “Good Morning” dan “How are you”</i>❖ Mengamati❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),</td></tr></table>		Langkah Pembelajaran	Deskripsi	Stimulation	<ul style="list-style-type: none">❖ Melihat (tanpa atau dengan alat)/ → <i>Peserta didik diminta untuk mengamati teks percakapan “Good Morning” dan “How are you”</i>❖ Mengamati❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),	60 menit
Langkah Pembelajaran	Deskripsi					
Stimulation	<ul style="list-style-type: none">❖ Melihat (tanpa atau dengan alat)/ → <i>Peserta didik diminta untuk mengamati teks percakapan “Good Morning” dan “How are you”</i>❖ Mengamati❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),					

	<p>→ Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan</p> <p>→ Cara menyapa dan berhubungan dengan guru, teman dan orang lain</p> <p>❖ Mendengar</p> <p>→ Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan greeting</p> <p>❖ Menyimak,</p> <p>→ Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran greeting dan memberikan instruksi terkait teknik Running Dictation yang akan diterapkan</p>	
Problem statement (pertanyaan/identifikasi masalah)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disampaikan dan instruksi Teknik Running Dictation yang belum dipahami	
Data collection (pengumpulan data)	Siswa dibagi ke dalam beberapa bagian kelompok kecil, kemudian mencari informasi dari audio yang diputarkan oleh guru	
<p>Catatan :</p> <p>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, jujur, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>		
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> Menyimpulkan hasil dari proses pembelajaran. Meminta siswa untuk menyiapkan hasil kerja kelompok pada pertemuan berikutnya Menutup kegiatan pembelajaran dengan do'a dan salam. 		10 Menit
2. Pertemuan Ke-2 (2 x 40 menit)		Waktu
<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 		10 menit

Kegiatan Inti		60 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Data processing (pengolahan Data)	Peserta didik dalam kelompoknya berdiskusi mengolah data pada pertemuan sebelumnya.	
Verification (pembuktian)	Siswa mempresentasikan hasil kerja kelompok pada pertemuan sebelumnya dengan kelompoknya masing-masing.	
Generalizatio (menarik kesimpulan)	Guru memberikan penilaian pada tiap individu berdasarkan presentasi dengan masing-masing kelompoknya di depan kelas.	
Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)		
Kegiatan Penutup <ul style="list-style-type: none"> • Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik. • Menutup pembelajaran dengan do'a dan salam. 		10 menit

IAIN JEMBER

Pictures



The researcher doing interview with Sulthon as the student of 7H



The researcher doing interview with Tasya as the student of 7H



The researcher doing interview with Mrs. Heri Ernawati as the English teacher of 7H



The Implementation of Running Dictation Technique by Mrs. Heri Ernawati



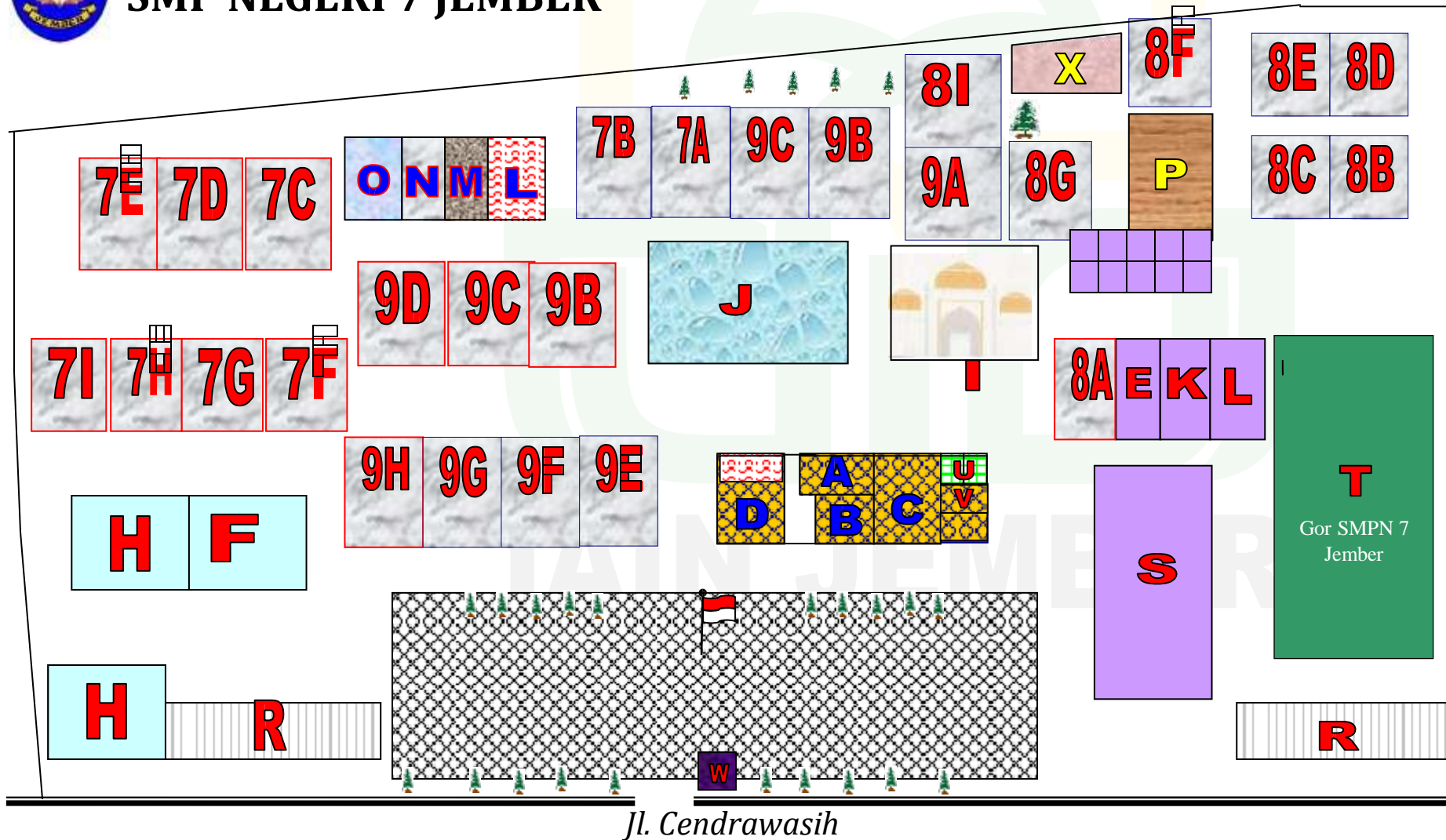
The Evaluation of the teaching-learning process by Mrs. Heri Ernawati



The Evaluation of the teaching-learning process by Mrs. Heri Ernawati



DENAH SMP NEGERI 7 JEMBER

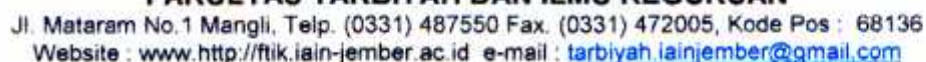


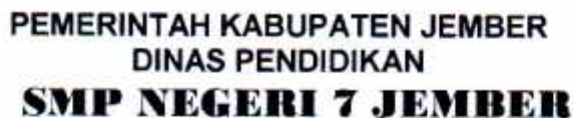
U

KETERANGAN :

- A. R. Kepala Sekolah
- B. R. Wakil Kepala
- C. R. Guru
- D. R. Tata Usaha
- E. R. Musik
- F. R. Lab. Bahasa
- G. Ruang Kelas
- H. R. Laboratorium IPA Fis
- I. Musholla
- J. Ruang Aula
- K. Ruang UKS
- L. Koperasi Siswa
- M. R. OSIS
- N. R. KOMITE
- O. R. BK
- P. R. Perpustakaan
- Q. Kamar Mandi/WC Siswa
- R. Parkir
- S. Lapangan Voly
- T. Lapangan Basket Out door
(Rencana Lap. Basket In door)
- U. Kamar Mandi/WC Guru
- V. Dapur Sekolah
- W. Pos Satpam
- X. Kantin Siswa







SURAT KETERANGAN

No : 422/54/413.01.205.23892/2019

Yang bertanda tangan di bawah ini :

Nama : **Drs. Syaiful Bahri, MPd**
NIP : 1964010191985011002
Pangkat/Golongan : Pembina Tk I/IVb
Jabatan : Kepala SMP Negeri 7 Jember

Menerangkan dengan sebenarnya bahwa :

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NIDN : **T20156005**
Program Studi : **Tadris Bahasa Inggris**
Institusi : **IAIN Jember**

Yang bersangkutan benar-benar telah melaksanakan Penelitian pada tanggal 29 Juli 2019 s.d 29 Agustus 2019 di SMP Negeri 7 Jember dengan judul "A Study of Running Dictation Technique in Teaching Students' Speaking Skill at The Seventh-Grade Students Of SMPN 7 Jember"

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 29 Agustus 2019
Kepala Sekolah



Appendix 8**STATEMENT OF AUTHENTICITY**

The undersigned below:

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honestly declared that this thesis entitled "A Study of Running Dictation Technique in Teaching Students' Speaking Skill at the Seventh-Grade Students of SMPN 7 Jember" have been written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Jember, 5 September 2019

The Writer



Surinsoh
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Appendix 9

CURRICULUM VITAE



A. Personal Information

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B. Educational Background

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