

**THE INFLUENCE OF USING RUNNING DICTATION TOWARDS
STUDENTS' SPEAKING ABILITY IN DESCRIBING SOMETHING
OF THE EIGHTH GRADE OF MTS NEGERI 2
SOUTH LAMPUNG IN THE ACADEMIC
YEAR OF 2018/2019**



An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirement of
the Requirement for S1-Degree

By

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2019**

ABSTRACT

THE INFLUENCE OF USING RUNNING DICTATION TOWARDS STUDENTS' SPEAKING ABILITY IN DESCRIBING SOMETHING AT THE 8TH GRADE OF MTS NEGERI 2 SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By

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Speaking is one of the most important skills in learning a foreign language especially English. Speaking is the ability to express, to convey ideas or feelings orally. The writer found that many students who study English are still having problems; they could not speak English well and they are not confident to come forward in front of the class because their grammar, pronunciation, and vocabulary are low. They also do not focus on their lessons because they are lazy and bored to learn English especially speaking, sometimes teachers and students rarely use English. These are the factors that caused speaking skills of students not to be developed. The objective of this research is to find out whether there is a significant influence of using running dictation towards students' descriptive text speaking ability at the 8th grade of MTs Negeri 2 South Lampung in the academic year of 2018/2019.

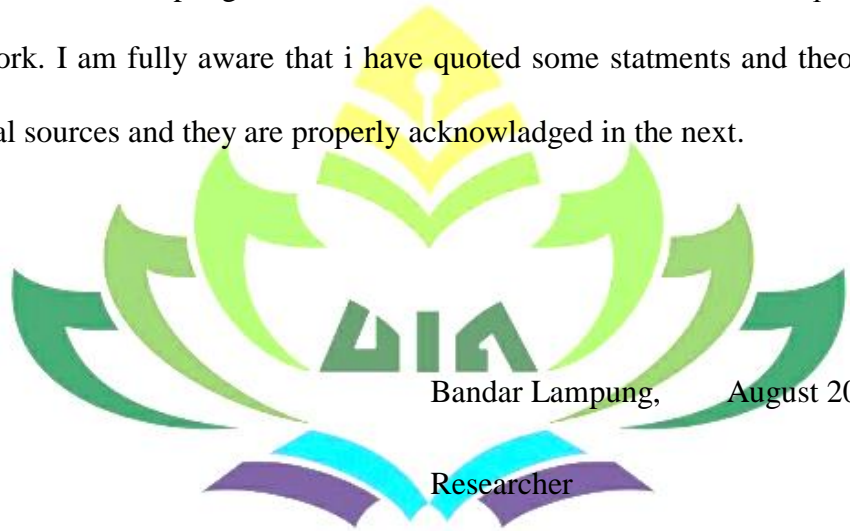
The methodology of this research was a quasi-experimental design with the treatment held in three meetings. The design used pre-test and post-test to find out students' descriptive text speaking ability before the treatment and after the treatment. The population of this research was the eighth grade of MTs N 2 South Lampung. The sampling technique was cluster random sampling. The sample was taken from two classes, one class as the experimental class was VIII B and the other class as the control class was VIII C class with consisting of 60 students. In collecting the data, the writer used the instrument in the pre-test and post-test, the writer then analyzed the data using $t_{\text{-test}}$ formula.

From the data analysis by using SPSS, it was obtained that $\text{Sig} = 0.028$ and $\alpha = 0.05$. It means that H_a is accepted because $\text{Sig} < \alpha = 0.028$ and $< \alpha 0.05$. In other words, there was an influence of using running dictation towards students' descriptive text speaking ability at the eighth grade at MTsN 2 South Lampung.

Keywords : *describing something, quantitative research, running dictation, speaking ability*

DECLARATION

Hearby, I state this thesis entitled “The Influence of Using Running Dictation towards Students’ Descriptive Text Speaking Ability of the Eighth Grade of Mts Negeri 2 South Lampung in the Academic Year of 2018/2019” is completely my own work. I am fully aware that i have quoted some statments and theories from several sources and they are properly acknowladed in the next.



Bandar Lampung, August 2019.

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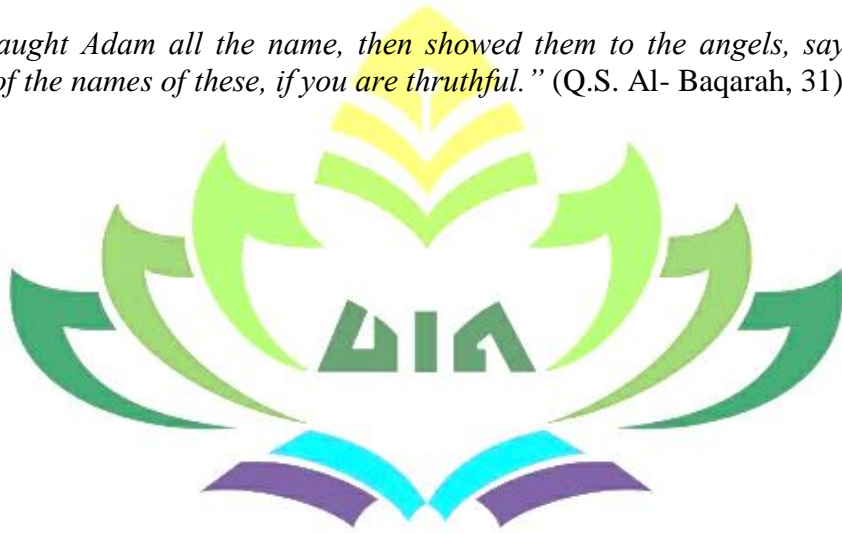


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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“ and he taught Adam all the name, then showed them to the angels, saying: inform me of the names of these, if you are thruthful.” (Q.S. Al- Baqarah, 31)¹

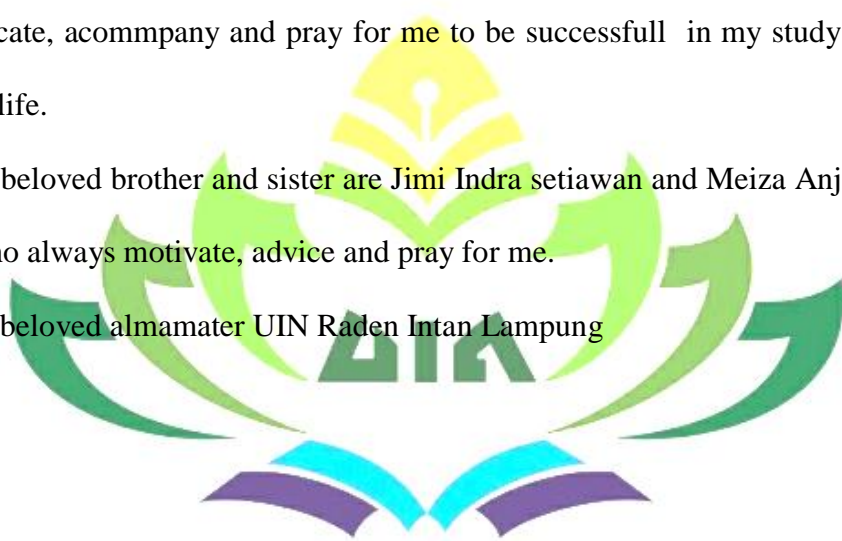


¹ Referensi: <https://tafsirweb.com/292-surat-al-baqarah-ayat-31.html>

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents Mr.Sabidin and Ms. Ida Laila who always support, educate, accompnay and pray for me to be successfull in my study and my life.
2. My beloved brother and sister are Jimi Indra setiawan and Meiza Anjelita , who always motivate, advice and pray for me.
3. My beloved almamater UIN Raden Intan Lampung



CURICULUM VITAE

The name of the writer is Ratih Anggraini. She was born in Sukaraja palas South Lampung on January 18th, 1996. She is the second child of three siblings from Mr. Sabidin and Mrs. Ida Laila. She has one old brother whose named Jimi Indra Setiawan and one young sister named Meiza Anjelita.

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She has been working at bimbel *Rumah Cerdas Aura* as a English teacher since early may 2019 until now. She has been joining an organization Jalan-Jalan Edukasi Lampung since 2017

ACKNOWLEDGEMENT

Praise be to Allah, the almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and Guidance to finish this thesis. Peace and solution be open our propeth Muhammad, with his family and followers. This is entitle” the influence of using running dictation towards students’ descriptive text speaking ability at the eighth grade of Mts N 2 South Lampung in 2018/2019 academic year” is submitted as a compulsory fulfilment of the requirement for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, the University of Islamic Studies (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many vaulable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr.Hj Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has given an opportunity and for bearance to the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the Head of English Education Study Program of UIN Raden Intan Lampung.
3. Bambang Irfani, M.Pd, the advisor who patiently guided the writer until the completion of this thesis

4. Istiqomah Nur Rahmawati, M.Pd, the co-advisor who always patiently guided, the writer and spent countless to make correction of this thesis.
5. The English Department Lecturers in UIN Raden Intan Lampung.
6. Umi Lasmini, S.Pd, and Nisa Amelia S,Pd. The teachers of MTs N 2 South Lampung who helped and given suggestions to writer during the research process and the students of seventh grade of MTsN 2 South Lampung for who have been cooverative during the research.
7. All of her family, especially her beloved parents Mr. Sabidin and Mrs. Ida Laila, her lovely brother and sister and her lovely grand father Mr.Tjiing and grand father Mr. Yasih and all of my causin. Who always give her love, support, motivation and advice in accomplishing her study.
8. All of her beloved friends, especially Rizki Anggraini,S.Pd. Ayu Ardiyanti, Oriza Wulandari S.E. as my roommate, Bayak Djakasuria, Anadia Ulfa,S.S who always checking my grammar, Wisnu Julias Tito S.T. Reka Anggraini, S,Pd. Saniyati, Tri Nur Afni, S.Pd, Septi Yeni R, Reka Dayanti, Setyaning Rahayu, S.Pd and PBI C who always give me help, support and kindness in finishing this thesis.

My Allah bless and give in return for every help they did to writer.

Finally, it is expected that the thesis can be beneficial to all. Amin.

Bandar Lampung, august 22nd 2019
The Writer

Ratih Anggraini

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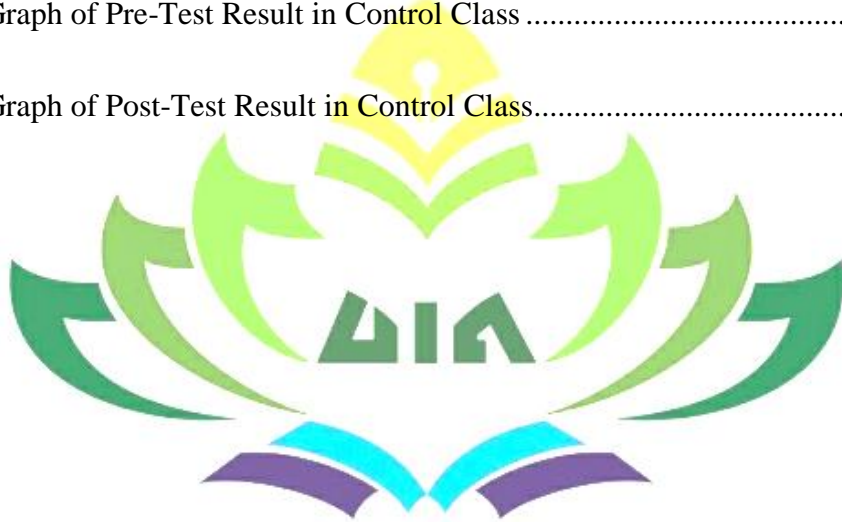
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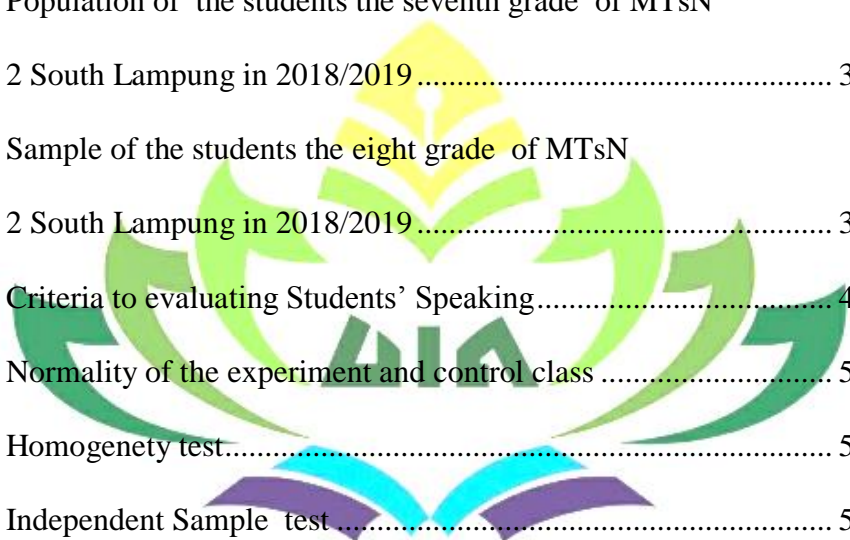
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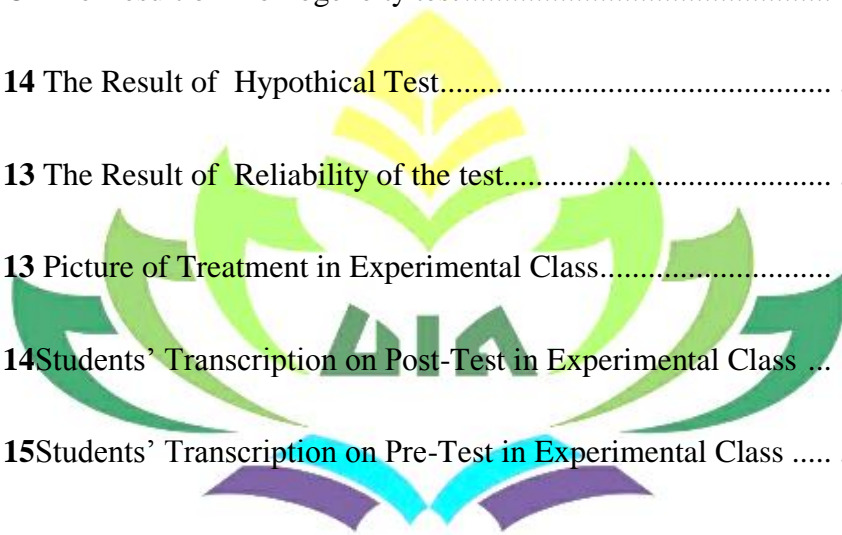
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I INTRODUCTION

A. Background of the Problem

As a global language, English plays an important role in the world. Although English is not language with the largest number of native speakers, English has become a bridge between two or more parties with different languages to communicate with one another. It is also stated by Harmer that English is used widely for communication between people who do not share the same first (or even first) language.² It means that English is needed for everyone because as a part of communication to communicate with another person.

In our country, English is learned as a foreign language, English is learned seriously by many people to have a good prospect in the community or joining the competition of the international world. Recently, English has become important. In addition, according to *Peraturan Pendidikan Nasional (Permendiknas) nomor 23 year 2006*, in the curriculum about speaking of junior high school is to make students able to express meaning in transactional

² Jeremy Harmer, *The Practice of English Language Teaching* (4th ed) (Edinburgh Gate: Pearson Longman, 2007), p.13

and interpersonal language in daily life context.³ It means speaking is priority in curriculum that must be mastered for foreign language learners of junior high school to make them able to express meaning of daily life.

In the process of learning English, there are four language skills that should be mastered by students. The four language skills are listening, speaking, reading and writing.⁴

In this case, the research will be focused on speaking ability. Speaking is the process between speaker and listener and it is a productive skill. When people speak, he or she sends information or ideas to another person. Louma states that speaking is the important part of the curriculum in language teaching, and this makes them an important object of assessment as well.⁵ In speaking, student should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency.

As a foreign learner in Indonesia, many students have an amount of vocabularies and grammatical structure mastery, but they still have difficulty in speaking. The students' difficulties occur when they speak English because they have limitation in mastering the component speaking. Besides

³ Badan Standar Nasional Pendidikan (BNSP), Standar Kompetensi Dasar SMP/MTs, (Jakarta: Kemendikbud,2006),p.388.

⁴ Penny Ur, *A Course in Language Teaching*, (New York:Cambridge University Press,209),p.20.

⁵ Sari Luoma, *Assesing Speaking*, (New York: Cambridge University Press,2004), p.1.

it, students practice speaking English are rarely. They only have a little chance to practice speaking English out of class, because most of their friends speak Indonesian language.

In doing preliminary research, the data of English score at the Eighth grade of MTsN 2 South Lampung had been gotten. It was described in the Table 1 below.

Table 1
Speaking Score at the Seven Grade of MTsN 2 South Lampung in the Academic Year of 2018/2019

No	Class	Students' Score		Total
		>70	≤70	
1	VIII A	15	5	20
2	VIII B	17	13	30
3	VIII C	14	18	32
4	VIII E	9	21	30
5	VIII D	3	27	30
6	VIII F	3	27	30
Total		74	98	172
Percentage		35.46%	64.53%	100%

Source: The data of English Score at the Seven Grade of MTsN 2 south lampung in the Academic Year of 2016/2017.⁶

Based on the preliminary resear ch in MTsN 2 South Lampung in January, 25th 2018 t the students are difficult to express their ideas and feelings especially in speaking founded the by the writer. The English teacher had been interviewed by the writer, **umi** ,S.Pd about the result of teaching descriptive text. She said that most of seven grade students of

⁶ Umi ,The data of English Score at the Seven Grade of MTsN 2 south lampung 25th 2017, unpublished

MTsN 2 South Lampung got difficulties in speaking. They could not speak English well and they are not confidence to come forward in front of the class because their grammar, pronunciation dan vocabulary are low. They also do not focus on their lesson because they are lazy and bored to learn English especially speaking. And also, the students are not able to pass the Minimum Criteria of speaking score is 70. Furthermore, in learning speaking the teacher gave the students descriptive text , explains about the definition, purpose and generic structure. the student were difficult to study about descriptive text. She also added that the ordinary way of teaching is role play, but they were passive in the class.

In teaching speaking, there are some materials; one of them is descriptive text. According to Kane, description is about sensory experience—how something looks, sounds, tastes.⁷ It means that, description helps someone to know specific information about something that is described. It helps someone to imagine something that is described; about sound, form even taste. It will be easier for someone.

In addition, The information about the students' speaking ability by giving questionnaires with 100 students of the eighth grade had been gotten. The students said that they felt lazy to learn speaking, cause the students felt

⁷ Thomas S. Kane, *Oxford Essential Guide to Writing* (New York, Oxford University Press, 2000),p.351

speaking is difficulty. Besides, the students also said that they felt bored of the method that was used by the English teacher in teaching speaking so they did not interested to learn speaking.⁸

In order to make students success in learning language, especially in speaking, teacher should give their student opportunity to practice in speaking activities. Not only opportunity to speak English towards students to teacher, but also speak English towards students to students. Besides, the teacher can see the speaking ability of the students and the students also can practice their speaking skill. But in the speaking activities, sometimes teacher and students rarely used English. This is one of the factors that caused speaking skill of students not developed.

For teaching speaking in Junior High School, teacher should use the intersting way which easy to be understood by the students. Teacher should use a new strategy, game, or technique that motivate students to speak English

Running Dictation is a technique that will be used in the research when teaching and learning speaking process in the class. According to Nation and Newton, running dictation is a short dictation text typed in a

⁸ The Seven Grade Students, *Students' Questionnaires of the Second Semester of the Seven Grade 2018/2019 Academic Year*, MTs N 2 South Lampung ,2018, Unpublished.

large font that is posted on the wall outside the classroom and students work in pairs or small groups. One learner is the writer and the other is the runner who goes to the dictation text, memorizes a short sentence, returns to the writer and retells it.⁹

There were two studies related to Running Dictation that have been conducted earlier. The first previous research is Aldila Arin Aini who studied (the use of running dictation technique to improve students' writing in descriptive text of the tenth grade of SMAN 1 Bawang Banjarnegara 2014/2015) it can be found that the student are being helped by applying running dictation in writing descriptive text. It can be seen after being treated by using running dictation technique in cycle 1, the mean goes up to 78.41. after reflecting and conducting the cycle 2, the student average score improve again 81.27. and finally the student get best score in post-test 86.20. It means that the running dictation give good contribution to improve the writing ability.¹⁰ Another previous research By Resta Putry Yan Asmoro (Increasing students' Listening Achievement through Running Dictation Activity of SMA NEGERI 1 Ambarawa Pringsewu 2013/2014). She conducted a study about Running dictation that is expected to be useful

⁹ I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York:Routledge, 2009), p.62

¹⁰ Aini, Adila Arin. *the use of running dictation technique to improve students' writing in descriptive text of the tenth grade of SMAN 1 Bawang Banjarnegara 2014/2015*, (S1 Thesis , UNNES ,2015)

to facilitate the students in developing their achievement. In this activity, the students also got fun and did not feel bored in the classroom. Running dictation technique can be used to increase the students' listening achievement, the teacher can help students improve their listening achievement by applying running dictation. Before the running dictation activity being done, it is important for explain clearly what they are going to do to minimize their confusion and noise during the activity.¹¹ Another previous research by Mulya Sari (the influence of using running dictation towards students' recount text writing ability at the second semester of the eighth grade of Mts N 1 Lampung Tengah 2015/2016.

Those three from the previous researches above are different from this research, the first previous researcher that used Running Dictation to teach writing and the second previous research used Running Dictation to increasing listening achievement. Then whether teaching and learning process by using Running Dictation will give the influence to the students' ability or not will be founded by the writer. The research entitled will be carried out: 'The Influence of Using Running Dictation towards Students' Descriptive Text Speaking Ability at the First Semesternof the 8th grade of MTs Negeri 2 South Lampung in the Academic Year of 2018/2019.

¹¹ Resta Putri , *Increasing students' Listening Achievement through Running Dictation Activity SMA NEGERI 1 Ambarawa Pringsewu 2013/2014*, available on <http://www.journal.fkip.unila.ac.id/>. Accessed on Sunday 25th, February 2018.

B. Identification of the Problem

According to the background above, there are some problem:

1. Students' speaking ability is low.
2. Students often find some difficulties in speaking ability of pronouncing the descriptive text .
3. Students were still passive in speaking class

C. Limitation of the Problem

Based on the identification of the problem above, the writer will focus only on the influence of using running dictation towards students' descriptive text in speaking ability.

D. Formulation of the Problem

Based on the identification and limitation of the problem above the problem will be formulated as follows : Is there any significant influence of using running dictation towards students' descriptive text speaking ability?

E. Objective of the Research

The objective of the research is to find out whether or not there Is any significant influence of using running dictation towards students' speaking ability in descriptive text at the first semester of the eighth grade of MTs Negeri 2 South Lampung in the academic year of 2018/2019.

F. Use of the Research

This research is expected to be used:

- a) Theoretically, to give information for English teacher about the influence of using Running Dictation towards students' descriptive text speaking ability.
- b) Practically, to motivate the students to learn English and increase their descriptive text speaking ability.

G. Scope of the Research

This research, the the scope of the research' will be determined as follows:

1) Subject of the research

The subject of the research will be the students at the seven grade of MTs Negeri 2 South Lampung.

2) Object of the Research

The object of this research will be students' descriptive text in speaking ability and the use of running dictation.

3) Place of the Research

The research will be conducted at MTs Negeri 2 South Lampung.

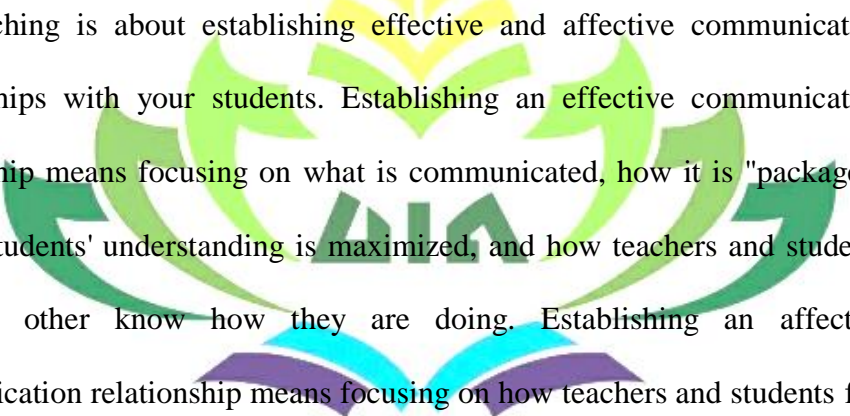
4) Time of Research

The research will be conducted at the second semester of the seven grade of 2018/2019 academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as Foreign Language



Teaching is about establishing effective and affective communication relationships with your students. Establishing an effective communication relationship means focusing on what is communicated, how it is "packaged" so that students' understanding is maximized, and how teachers and students let each other know how they are doing. Establishing an affective communication relationship means focusing on how teachers and students feel about each other, about the communication process, and about what is being taught and learned.¹² Therefore, relationship between teacher and student is important in teaching and learning process.

As an international language, English considers as an important language to be learned. Harmer states English is generally taken to apply the students who one studying general English at the schools in their country or as

¹² Jason S. Wrench, *et.al*, *Communication Affect & Learning in the Classroom*, (San Francisco: Tapestry Press, 2009), pp.1-2

transitory visitor in a target-language country.¹³ It means that studying English is too important to students, because English is one of the target languages that should be learned and dominated by students at their school.

Foreign language is one of the courses in the curriculum which students should be encouraged to talk a great deal in class and to express their ideas, not simply what the teacher tells them to say. Setiyadi says English is really a foreign language for language learners in Indonesia, because in Indonesia it is learned only at school and people do not speak English in society.¹⁴ That is why many language learners in Indonesia cannot speak English fluently.

English is still considered one of the most important school subjects and therefore beginning teachers can find the responsibility of teaching it both exciting and challenging.¹⁵ It means in teaching English as a foreign language, the teacher should have known what the teacher should do and prepare everything in

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh: Pearson Education Limited, 2007), p.19

¹⁴ Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 22

¹⁵ Andrew Goodwyn, *Teaching English*, (London: Routledge, 2005), p. ii

teaching English. The teacher should be creative in teaching and learning process.

From descriptions above, we know that English is the international language that is used in the world to communicate with others. Indonesian language learner think that English is difficult, because English is a language that really foreign and they do not use English to communicate in society. So, the teacher should create good relation with the students and the teacher should have a creative way in teaching and learning English to make the students interest, enjoy, and change their mind about English.

B. Frame of Theory

1. Speaking

Hughes states that Speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity. It means speaking is important because it is the prominent tool for people to communicate with language in their daily life activity.¹⁶

Ur states that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a

¹⁶ Rebecca Hughes, *Spoken English, TESOL and Applied Linguistics*, (New York: Palgrave Macmillan, 2006), p.144

language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing.¹⁷ It means when we able to speak or using language, we are reputed able in all of skill.

Ladouse in Nunan states that speaking is described as the activity as the ability to express oneself in the situation , or the activity to report acts, or situation in precise word or the ability to converse or to express a squence of ideas fluently.¹⁸ It mean speaking is ability to express idea or opinion in the situation and activity.

From the descriptions above, we can conclude that speaking is an important skill. Speaking is spoken productive language activity to communicate information that includes two or more people in which hearers and speakers. When we are hearing information, we give the feedback by speaking to create the good communication.

2. Elements of Speaking

¹⁷ Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 2009), p. 120

¹⁸ David Nunan, *Research Methodh in Language Learning*,(cambridge Universuty Press, 1991),p.23

Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows¹⁹:

1. Language features

The elements necessary for spoken production are the following:

a. Connected speech.

In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contraction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b. Expressive devices.

Native speaker of English changes the pitch and stress of particular part of utterance, very volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling. The uses of this device contribute to the ability to convey meanings.

c. Lexis and grammar.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Cambridge University Press, 2002),p23

Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing, surprise, shock, or approval.

d. Negotiation language.

Effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying.

We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

2. Mental/social processing.

Success of speaker's productivity is also dependent upon the rapid processing skill that talking necessitates, like:

a. Language processing.

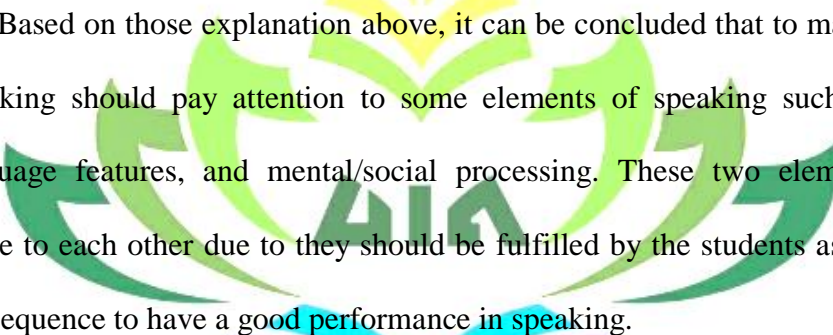
Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b. Interacting with others.

Effective speaking also involves a good deal of listening, and understanding of how others participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

- c. (On the spot) information processing.

Quite apart from our response to other's feeling, we also need to be able to process the information they tell us the moment we get it.



Based on those explanation above, it can be concluded that to master speaking should pay attention to some elements of speaking such as: language features, and mental/social processing. These two elements relate to each other due to they should be fulfilled by the students as the consequence to have a good performance in speaking.

3. Types of Classroom Speaking Performance

Brown states that there are six categorizes of speaking performance assessment tasks, described as follows:

1. Imitative

It is described as the ability to simply parrot back (imitative) a word or phrase or possibly a sentence.

2. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal,

lexical, or phonological relationship. The example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard, greeting and small talk, simple requests and comments, and the like.

For example:

Mary : "Excuse me, do you have the time?"

Doug : "Yeah. Nine-fifteen."

4. Transactional (Dialog)

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

5. Interpersonal (Dialog)

Interpersonal dialog carried out more for the purpose of maintaining social relationship than for transmission of facts and information.

6. Extensive (Monolog)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.²⁰

From the statement above, the researcher can conclude that there are some types of classroom speaking performance can be used by the students. The first is imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second is intensive. The students practice some phonological/grammatical aspect of language. The third is responsive. The student should have question or command for their teacher. The fourth is transactional. In this activity, the students will try to speak to get the purpose of getting information. The fifth is interpersonal. The students will get the purpose of maintaining social relationship to get the fact and information. The last is extensive. The students will try to perform oral transactional such as for the purpose of conveying or exchanging specific information.

4. Students' Speaking Ability

²⁰H. Douglas Brown, *Language Assessment : principles and Classroom Practice* (New York:Longman,2004)p. 271

Students' speaking ability is formed by three words, they are; students, speaking, and ability. According to Hamalik in Junia student is an important component in teaching and learning process in school.²¹ It means student or pupil is someone that still being taught or leaning in a school.

Cameron says that speaking is the active use of language to access other people's meaning, so that the other people can make sense of them.²² It means speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Ability is condition of being able; power or capacity to do or act in any relation; competence in any occupation or field of action, from the possession of capacity, skill, means, or other qualification.²³ Ability is someone's capability or competence of doing something or action.

²¹ Junia, *et al*, 2012, *Persepsi Siswa Tentang Process Pembelajaran Oleh Guru Non PKn Di SMA Mulya Kedaton Bandar Lampung*, a journal education research available at <http://portalgaruda.org/article>. Accessed on 04th August 2017 at 01.00 pm

²² Lynn Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press. 2001), p. 40

²³ Richard Bradley, *Ability: Definition and Meaning*, an article available at https://www.wordnik.com/words/ability?e_pi=7%2CPAGE_ID10%2C5984741007, accessed on 21 March 2017, at 01.00 pm

From the description above, we can conclude that students' speaking ability is students' capability to communicate using language to convey their idea and feeling to achieve an understanding each other.

The important thing in speaking is understanding the information or message that given by the speaker. According to Brown, there are five criteria to assess students' speaking ability : grammar, vocabulary, comprehension, fluency, and pronunciation.²⁴

In conclusion, students' speaking ability in this research is students' capacity to express their ideas, opinions, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension.

5. Teaching Speaking

Good speaking activities can and should be extremely engaging for the students. If they are participating fully -and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it. Scott suggests that teaching of speaking depends on there being a classroom culture of

²⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), pp. 172-173

speaking, and that classrooms need to become ‘talking classroom’. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons.²⁵ It means the teacher should make the students feel engage to active in speaking class, so the learners can improve their skill.

One of the best ways for you to help learners activate this knowledge is to put them in ‘safe’ situations in class where they are inspired and encouraged to try using language from their ‘store’. These would not mainly be activities that teach ‘new’ language; rather, they would allow learners to try out language that they already understand and have ‘learned’, but not yet made part of their active personal repertoire. Generally speaking, you are likely to want to create activities in which learners feel less worried about speaking, less under pressure, less

²⁵ Jeremy Harmer, *How to Teach English*, (Edinburg: Pearson Education Limited, 2007), pp. 123 -124

nervous about trying things out.²⁶ It is important to make students relax in teaching and learning process.

According to Ur, there are some characteristics of a successful speaking activity:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, scrivinersilly comprehensible to each other, and of an acceptable level of language accuracy.²⁷

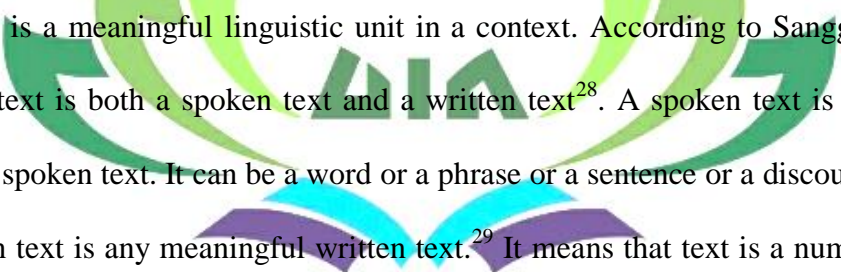
²⁶ Jim Scrivener, *Learning Teaching a Guidebook for English Language Teacher*, (Macmilan: Macmilan Education, 2005), p. 148

²⁷ Penny Ur, *Op.cit*, p.120

Based on the definitions above, we know that the important things in teaching speaking are make the students motivate, active, and engage in learning. It is important to make the class situation fun and enjoy in teaching and learning process.

6. Definition of Text

1. Text



A text is a meaningful linguistic unit in a context. According to Sanggam Siahaan text is both a spoken text and a written text²⁸. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.²⁹ It means that text is a number of words to give a message to somebody in written or spoken.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full

²⁸ Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1.

²⁹ Mark Anderson, Kathy Anderson, *Text Type in English* (South Yarra: Mackmillan Education Australia, 1997), p.1.

semantic representation of their intended meanings.³⁰ It means that text is used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences.

2. Genres of the Text

According to Gerot and Wignel classify the genre into thirteen types. They are;

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c. Report

Report is a text to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.

³⁰ Ken Hyland, *Teaching and Researching Writing*, Second Edition(Edinburgh Gate: Pearson Education Limited, 2009), p.8.

d. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

e. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

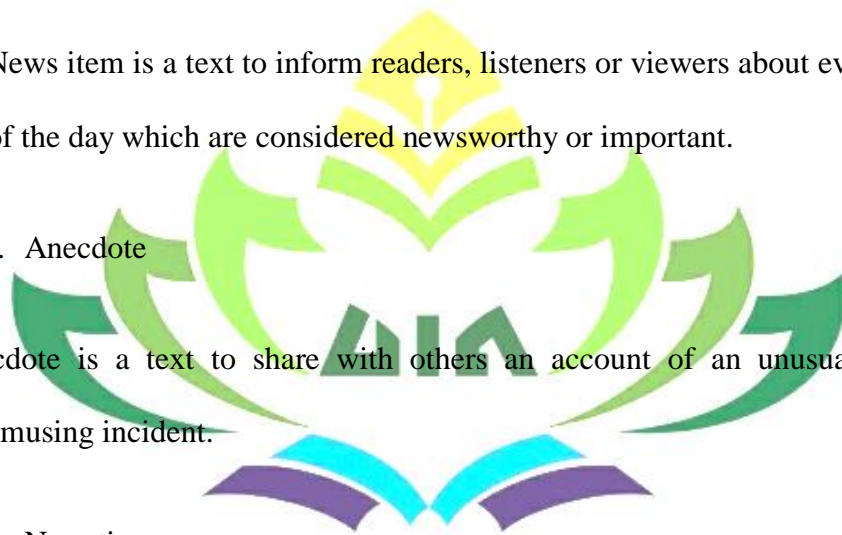
g. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description



Description text is a text to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Review is a text to critique an art work or event for a public audience.³¹

³¹ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*(Sydney: Gerd Stabler, 1994), pp. 192-220

Based on those explanations, it can be concluded that there are many kinds of text. The kinds of the text those must be mastered by the students in speaking for increasing the students' speaking ability. In this research, the writer only focuses in descriptive text as the form of speaking that will be investigated because this kind of speaking form is concluded as the material should be learned by the students for the eight grade.

7. Descriptive Text

Descriptive text is basically to give information. Descriptive text kind of the text which is aimed to describe particular thing, animal, or human being (certain thing, our pets, or someone we know well).³² It is different from report text which describes something in general (for example a specific of animal species, an architect of certain era, and so on).

Traditionally, descriptions are divided into two categories: objectives and subjective. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

³² Linda Garot and Peter Wignell, *Making sense of a Functinal Grammar* (Syney: Antipodean Education Enterprises(AAE),1994)p.208

The goal when we write subjective description is to create vivid mental images. To do that, we will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). Descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.³³

According to Kane, description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.³⁴ Pardiyono says that there are several things that we need to know and understand about descriptive. They are purpose, rhetorical structure, and grammatical pattern.³⁵

a) Purpose

Description is a type of written text, which has the specific function to give description about an object (human or non-human).

b) Rhetorical structure

1. Identification: general description about an object.

³³Miller, George. 1986. *The Prentice-Hall Reader*. New Jersey: Prentice Hall,p.328

³⁴ Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 2000),p.6

³⁵Pardiyono, *Pasti bisa Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 34.

2. Description: specific description about an object.

c) Grammatical Pattern

1. Use declarative sentence and simple present tense.

2. Use conjunction.

Descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, “What’s so-and-like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.

b. Description of a place

In describing a place for example a room, what should you describe first? the walls? the floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged.

c. Description of things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

Based on the explanation about the descriptive text above, the writer takes conclusion that the descriptive text is a text that describe a person, thing, places, or an animal that has been specific based on what they see, hear, taste, smell, or touch. There are two generic structures that should be contains in decriptive text, they are identification and description.

8. Running Dictation

1. Definition of Running Dictation

Running dictation is a type of technique to teaching where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard.³⁶Nation and Newton says that running dictation is a short dictation text typed in a large font posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and the other is the runner who goes to the dictation text, memorizes a short sentence, returns to the writer and retells

³⁶ I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*,(New York: Routledge, 2009), p.62

it. Running dictation is an integrative learning activity which involves listening, speaking, reading and writing.

According to Wan Chai, Running dictation is an activity for pupils who enjoy moving around and working in teams. They have to read and memorize a short text, tell the phrases / sentences to the other group member who will write down the text. Running dictation is also called wall dictation since a short printed text is usually posted on the wall.³⁷ Based on explanation, the writer concludes running dictation is a technique that the students work in group, they have to read and relay the sentences to the other member of group who will write down the text.

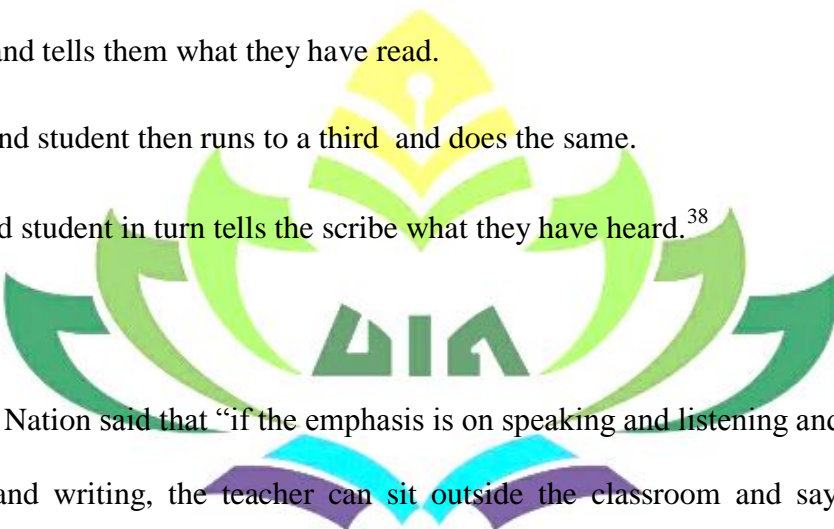
Based on explanation above, it can be concluded that running dictation is a technique to teaching speaking by asking students to work in groups. One learner is the writer and the others is the runner who goes to the dictation the text and retells it to the writer.

2. Procedure of Teaching Speaking through Running Dictation

To teaching speaking through running dictation procedure used by the teacher in running dictation technique are as follows:

³⁷ Wan Chai, *Using Dictation to Develop Pupils' Listening and Writing Skills* (Hong Kong: The English Language Education Section of Curriculum Development Institute, Education Bureau, 2011), p.58

1. Students work in small group that consist of five students in each group.
2. One learner is the writer and the other is the runner who goes to the dictation text, memorise a short sentence, returns to the writer and retells it.
3. If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another and tells them what they have read.
4. The second student then runs to a third and does the same.
5. The third student in turn tells the scribe what they have heard.³⁸



But, Nation said that “if the emphasis is on speaking and listening and not reading and writing, the teacher can sit outside the classroom and say the sentences to the learners.” In this research, the writer will focus in teaching running dictation in speaking.

The procedure was used in this research are follows :

1. Students work in small group that consist of five students in each group.
2. One learner as the writer and the others as the runner who goes to the dictation text, memorise a short sentence, returns to the writer and retells it.

³⁸ I. S. P Nation and Jonathan Newton, *Loc. Cit*, p.62

3. The teacher sit in outside classroom and say the sentences to the students, the first students should listen and memorize the sentences and then runs to second runner and tells them what they have listened.
4. The second runner then runs to the third runner and tell what the have listened.
5. The third runner in turn tells the scribe what they have listened to the fourth runner.
6. The fourth runner in turns tell what the have listened to the writer .
7. And the last the runner discussion with their grup , and the writer come froward in front of class to present.

So the students wiil repeat the activity 3 times and the students change the position and 5 sentences for 3 running in order to get more speaking activity for the students.

a. Advantages and Disadvantages of Running Dictation.

They are some advanatages of using running dictation in teaching speaking they are:

1. Running dictation is integrative learning activity which involves reading, speaking, writing, and listening³⁹. So the students can develop their four skill in English.
2. By using running dictation , It enables students to understand the part of each sentence and word phrases.⁴⁰

The writer concludes that running dictation has advantages where the students can get all of English skills needed which covers reading, speaking, writing and listening in a time.

Beside the advantages, running dictation has disadvantage, they are:

1. In learning process , the class can be noisy because the students speak loudly and run very fast.⁴¹
2. The teacher can be busy to manage the students.
3. Most of students have vocabulary mistakes and mispronounced.⁴²

To maintain class more discipline, adaptation can be made and rules can be set beforehand. For example another students are not allowed to sound

³⁹ Wan Chai, *Op. Cit*, p.58

⁴⁰ M.F Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher and Distributor, 2008), p.132

⁴¹ Resta Putri , *Increasing students' Listening Achievement through Running Dictation Activity SMA NEGERI 1 Ambarawa Pringsewu 2013/2014*, available on <http://www.journal.fkip.unila.ac.id/>.

⁴² Sofyan R, .et.al. 2016, *Penerapan Running Dictation Dalam Pengajaran Keterampilan Berbicara Bahasa Inggris di Sekolah Menengah Pertama(SMP) 1 Kabanjahe*, University North Sumatera, available at <http://jurnal.usu.ac.id/abdimas>.

except when the students do their job as a runner, so the runners are not allowed to speak loudly when delivering their job.

9. Concept of Role Play

a. Role Play

For the control class the researcher will use a role play technique. Brown states that role playing is a popular pedagogical activity in communicative language teaching within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves.⁴³

Larsen Freeman explains that role play is when the students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation.⁴⁴

⁴³ H. Douglas Brown, *Op.Cit*, p.174

⁴⁴ Diane, Larsen – Freeman, *Technique and Principles in Language Teaching*, (New York: Oxford University Press. 2000), pp. 84-85

From the definitions above the writer concludes that role play is a technique for teaching speaking by asking to student acting or doing something that relevant to the situation. They can make and map out what they are going to say according to the situation that the teacher have given.

b. Procedure of Using Role Play

Scrivener explain that in role play, learner are usually given some information about a “role” (e.g. a person or job title). These are often printed on ‘role card’. Learner take a little preparation time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from her role cards.⁴⁵ To make it clear about this technique , the technique will be appllied in some steps as follows:

1. The teacher gives an information and situation about something that will be played by students. For example describing her/his pet to his friend.
2. Then students take a preparatons time to develo[that informatin
3. And finally they act in front of the class.

⁴⁵ Jim Scrivener , *Op.Cit*, p. 155

c. The Advantages of Using Role Play

Harmer states that role play has three advantages. First, they can be good fun and thus motivating. Secondly, they allow hesitant to be more forthright in their opinions and behaviour without having to take responsibility for what they say in the way that they do when they are speaking for themselves. Thirdly, by broadening the world of the classroom to include outside, they allow student to use a such wider range of language than some more task-centred activities may do.⁴⁶ From description above the writer concludes that by using role play, the students were given freedom to express what their mind to the spoken.

d. The Disadvantages of Using Role Play

1. Teacher have to do more preparation for setting up the background, contexts, and learning goals for the role play activities.
2. Data and bacground of information about the role play character may need to be prepared and distributed to the students to help them with the assigned roles.

⁴⁶ Jeremy Harmer, *The Practice of English Language Teaching*(4th Ed), (Edinburg:Person Education Limited), p. 353

3. It may quite difficult to access proficiency of the students on their role play performance.⁴⁷

To overcome this problem the teacher needs to prepare all of properties needed for their students.

10. Frame of Thinking

Speaking is an important skill. It used by someone to communicate orally in daily life whether at school or outside of the school. Most teachers try to find techniques in order to make students interested in learning speaking process.

In fact, the students at the eighth grade of first semester of MTs N 2 have difficulties in speaking subject. It caused by some factors. They were too shy and afraid to speak because of lack of confidence and motivation. In addition, the teacher only asks the students to memorize the dialog. It made classroom atmosphere less fun and enjoyable for the students.

In order to solve the problems faced by the students at the eighth grade of MTs N 2 South Lampung and to make students be more motivated in

⁴⁷ Chan C, 2009, *Assessment Role Play*, Assessment Resource Centre, University of Hongkong Available at <http://arc.cetl.hku.hk>. Accessed on 11 august 2018, at 007.00 am

learning process, Running Dictation might be provided for helping them. Running Dictation presents a fun, enjoyable, motivating, and interesting lesson. So, the students learn in fun and enjoyable situation in speaking class and the students will be motivated and finally will be more active in teaching and learning English. Based on those statements, the writer assumed that Running Dictation is very appropriate in the teaching learning English, especially in teaching speaking.

11. Hypothesis

Based on the frame of thinking which is discussed above, the hypotheses of the research are formulated as follows:

Ha: There is a significant influence of running dictation towards students' speaking ability in Describing Something at eighth grade of MTsN 2 South Lampung in the academic year of 2018/2019.

Ho: There is no significant influence of using Running Dictation towards students speaking ability in Describing Something at the eighth grade of MTsN 2 South Lampung in the academic year of 2018/2019.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental design. According to Setiyadi, experimental design is intended to find the relation of variables in valid which can be used to search the conclusion in general.⁴⁸ Then experimental has three types, they are: 1) Pre experimental design, this section present two design that have been as pre experimental because they provide little or no control of extraneous variable. Unfortunately one find that this design are still use in educational research.⁴⁹ 2) True experimental design, the design in this category is the most highly recommended design for experimentation in education because of the control that the provided.⁵⁰ Quasi experimental design, the goal of the experimenter is to use design that provide full experimental control through the use of randomization procedures.⁵¹

From the statement above, the researcher used quasi experiential design to know the students' speaking ability. The researcher was apply quasi experimental pre test- post test group design. Creswell states that we can

⁴⁸ Ag.Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif & Kualitatif* (Yogyakarta: graha ilmu, 2006), p.125

⁴⁹ Sugiono, *Metode Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p.114

⁵⁰ *Ibid*, p.112

⁵¹ *Ibid*, p.114

apply the pre-test and post-test approach to a quasi experimental design.⁵²The research design are present as follows:

G1 (Random) : T1 X T2

G2 (Random) : T1 O T2

Notes:

G1 : The first group (Experimental class).

G2 : The second group (Control class).

T1 : pre-test

T2 : post-test

X : Treatment by using Running Dictation

O : Treatment by using Role Play

Based on the design above, the writer was select two classes as the sample. One class was control class and another class was the experimental class. The writer gave the pre-test to both classes. A pre-test provides a measure on some attribute or characteristic that assess for participants in an experiment before they

⁵² John W. Cresswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p.309

receive a treatment. The experimental class was taught by using running dictation as a treatment whereas in the control class was taught by using role play. After doing the treatment, the students were given the posttest. A post test is a measurement of tool or characteristic that is assessed for participants in an experiment after treatment.

B. Variable of the Research

There were two variables in this research. They were independent and dependent variables. The independent variable is running dictation (X) and the dependent variable is students' descriptive text speaking ability (Y).

C. Operational Definition of Variable

The operational definition of variable is as follows:

1. Independent Variable (X)

Running Dictation is a technique to teaching speaking by asking students to work in groups. There is the runner and the writer. Students work in small group that consist of five students in each group, One learner is the writer and the other is the runner who goes to the dictation text, memorise a short sentence, returns to the writer and retells it. And the last the writer read it in front of class

2. Dependent variable (Y)

speaking ability in describing something is students' capacity to express their ideas, opinions, feelings, and experiences with good pronunciation, grammar, vocabulary, fluency, and comprehension to describe a person, thing, places, or an animal and what they see, hear, taste, smell, or touch..

D. Population, Sample and Sampling Technique

1. Population

Population is all individual that become the target in a research. According to Arikunto, "population is the total number of students' research".⁵³ Based on the definition above, the writer concludes that the population is every subject that will be researched in the research. The population of this research were students at the eighth grade of MTs N2 South of Lampung in 2018/2019 academic year.

Table 1
The Population of the Eighth Grade of MTs Negeri South of Lampung in 2018/2019 Academic Year

No	Class	Gender		Total
		Male	Female	
1	VIII-A	9	13	22
2	VIII-B	20	10	30
3	VIII-C	18	12	30
4	VIII-D	18	12	30
5	VIII-E	15	15	30
6	VIII-F	13	17	30
Total Number of the Students		93	79	172

⁵³ Suharsini Arikunto, *procedure penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2010), p. 102.

Source: Document at the MTsN 2 South of Lampung

2. Sample

According to Arikunto, “sample is the part of population which will be investigated”.⁵⁴ It means that, a sample is a group in research study in which information is obtained. So the writer took two classes for the sample of this research. Class C as a control class, and class B as an experimental class.

No	Class	Gender		Total
		Male	Female	
1	VIII B	18	12	30
2	VIII C	17	13	30

3. Sampling Technique

Sampling technique is the procedure to get the individuals that can represent all of population. Frankel and Wallen say that, “The selection of groups, or cluster, of subject rather than individual is known as cluster random sampling”.⁵⁵ Based on the statement above, the writer used cluster random sampling technique to take the sample from group of class because the population are in groups and homogenous. Steps in determining the experimental class and control class are as follows:

⁵⁴ *Ibid* 130.

⁵⁵ Jack R. Frankel and Norman E. Wallen, *How to Design and Evaluate Research in Education seventh edition*, (New York: McGraw-hill, 2009), p. 95.

- a. First, the name of all classes at eighth grade of MTsN 2 South Lampung as written in a small piece of paper.
- b. Then, put them into a glass.
- c. After that, the writer shake until one of the rolled-paper out of the glass. The first paper which out from the glass was as the experimental class.
- d. The writer put the paper again and shake the glass again until one of the rolled-paper out of the glass. The second paper which out from the glass was as the control class.

E. Data Collecting Technique

In this research the researcher used the data which come from:

1. Pre-test was done to know the students' speaking ability before treatment. The test was an oral test dialogue for control class and experimental class, where the students should choose one topic that was provided. The topics were about describing person, animal, place, etc. The researcher was given pre-test to the students in control class and experimental class to measure their speaking ability before treatment.
2. Post-test was done to know the students' speaking ability after the treatment by using Running Dictation. It was conducted after treatment was given to measure the influence of using Running Dictation towards students' speaking ability in describing something. The test was oral test

dialogue for control class and experimental class, where the students should choose one topic that was provided. The topics were about describing a person, animal, place, or etc. And they should practice it orally in maximally three minutes.

F. Research Instrument

According to Arikunto, the research instrument is a device used by the researcher in collecting data by which the work is easier as the data are complete and systematic.⁵⁶ In this research, the instrument was an instruction to have dialogue for control class and experimental class it can be about describing people, animal, thing. The writer asked the students to see the picture in “When English Rings the Bell “ book and the students will asked to describe the picture into a simple describing something which consist in 5 sentences⁵⁷. The students will choose one of the topics that will be provided. Based on Cambridge University teaching guide line students should do oral test in 3 minutes maximally to asses speaking

⁵⁶ Arikunto, *Op. Cit*, p173

⁵⁷ Fa'iezah Lilis Umami, 2017, *Penerapan Metode Conscious-Raising (CR) Untuk Meningkatkan Keterampilan Menulis Descriptive Bahasa Inggris Siswa 8e Mts N 6 Sleman (Mts N Yogyakarta 1)*, Jurnal Pendidikan Madrasah, vol 2, number 1, www.ayoblogspotmadrasah.com. Accessed on 04th November 2018 at 10.00 am

ability⁵⁸. According to it, the writer was give the students time to finish their dialogue in 3 minutes maximally.

The students was choose one of the topics that provided. The writer provides 30 pictures of three topics in which consist 10 pictures in every topic. the teacher asked student to perform it in front of class and the students change their position with their partner and video record the students' performing. The teacher used scoring rubrik for speaking to measure students speaking ability in describing something in which consist of pronunciation, grammar, vocabulary, fluency, and comprehension.

G. Research Procedures

In conducting the research, the writer was applied some procedures:

1. Finding the Subject of the Research

The writer chooses the students of eighth grade of MTs N 2 South Lampung in 2018/2019 academic year as subject of the research. There was two classes as the subject of this research, class B as the experimental class and class C as control class.

2. Administering the pre-test

⁵⁸ Cambridge University, Cambridge English Preliminary, (Cambridge: Cambridge University press, 2016), p56

Pre-test was given to the students in experimental and control class in order to know the students' speaking ability in describing something before the treatment.

3. Conducting Treatment

Treatment was given in three meetings. In the treatment, the writer as the teacher taught the students about describing something.. In the first meeting the teacher given material about describing people and the second meeting material about things and the third the teacher given the material about animals. The teacher also explained about instruction of teaching and learning by using running dictation and five aspects of speaking. After the students doing running dictation, the teacher asked students to make dialogue describing something such a people.

4. Administering the Post-Test

The post-test was given after the treatment by giving the post-test, it was used to measure the students' speaking ability in describing something after treatments. The test had been done orally by asking students to make dialogue about describing person , animal. And thing.

5. Analyzing the Result of Post-Test

In analyzing the result, the writer compared the result of post-test in experimental class to see whether the post-test's score of experimental class is higher than the other class or not.

H. Scoring Scale for Evaluating Students' Speaking Ability

In this research, the writer used oral English rating sheet that are proposed by Brown.⁵⁹

Table 2
The Rating Sheet Score

No	Criteria	Rating Score	Comments
1	Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		5	Equivalent to that of an educated native speaker.
2	Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3	Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speed repetition, or paraphrase.
		2	Can get the gist of most conversations of non-technical subjects (i.e.,

⁵⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), pp. 172-173.

			topics that require no specialized knowledge)
		3	Comprehension is quite complete at a normal rate on speech.
		4	Can understand any conversation within the range of his experience.
		5	Equivalent to that of an educated native speaker
4	Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
5	Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Accent is intelligible though often quite faulty.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
		4	Errors in pronunciation are quite rare
		5	Equivalent to and fully accepted by educated native speakers.

Source: H. Douglas Brown, *Language Assessment Principles and Classroom Practice*.pp.172-173.

I. Validity and Reliability of the Test

a. Validity of the Test

Ary says that Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.⁶⁰ To measure whether the test has good validity or not. Therefore, the researcher used content validity and construct validity.

1. Content Validity

Content validity associated with all the test items contained in a measuring instrument. It means that to get content validity the test adapted with an English teacher and the student book that was the test suited with subject that was taught to the students.

2. Construct Validity

Construct validity focuses on the kind of the test that is used to measure the ability. In other words, the test can measure what needs to be measured especially in speaking skills. Best and Khan stated "construct validity is the degree to which score on the test can be accounted for by an explanatory construct of a sound theory. It means that construct validity is focused on the kind of test that is based on the concept and theoretical

⁶⁰Donald Ary, *Op.Cit*, p.224

which can measure the ability especially for speaking bailyty.⁶¹ In this research, the writer made a speaking

b. Reliability of Test

Reliability is an instrument of the test, if the result of the test has a result consistently even if it is several times. Frankel and wallen said that reliability refers to consistency of score obtained how consistent they are for each individual from administration of an instrument to another and from one set of items to another.⁶² Besides having high validity, a good test must have a high reliability too. The researcher used Cronbach Alpha to reliability of the test. The criteria test are :

0.91 – 1.00 = very high reliability

0.71 – 0.90 = high reliability

0.41 – 0.70 = Medium reliability

0.21-0.40 = Low reliability

a. 0.0 - \leq 0. 21 = very low reliability

⁶¹ Jhon W. Best and James V.Khan, *Research in Education* (New Delhi: prentice-hall,7thed,1995),p.219

⁶² Jack, R Frankel and Norman , E Wallen , *Op.Cit.* p 154

After the calculating reliability, it was found that *Cronbach Alpha* of reliability in pre-test was 0.764 and reliability in posttest was 0.870. The writer concluded that degree of the level of reliability of the students in posttest was high reliability since score test on 0.71-0.90.

J. Data Analysis

After collecting the data, the researcher was analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

1. Fulfilment of Assumptions

a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.⁶³ In this research, the researcher was use statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test will formulate as follows:

Ho : The data are normally distributed.

⁶³ Budiyono, *Statistika untuk penelitian*. (Surakarta: University press. 2004), p.170

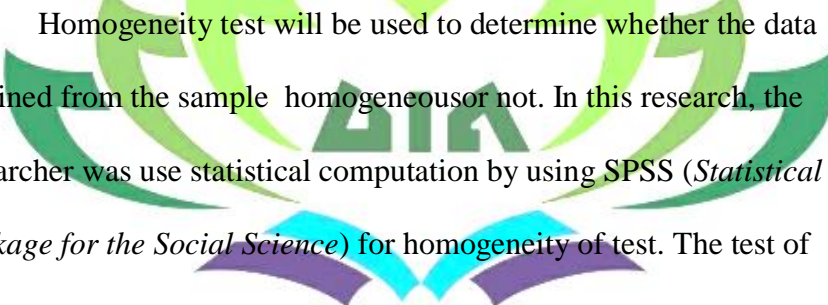
H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test



Homogeneity test will be used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher was use statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.0$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher was use independent sample t-test. In this case, the researcher used statistical computation by using *SPSS* (Statistical *Package* for Social Science) for hypothetical of test. The purpose of using *SPSS* in this case is to practicality and efficiency in the study.

The hypotheses are :

H_a : There is a significant influence of running dictation towards students speaking ability in describing something at the eighth grade of MTsN 2 South Lampung in the acadeic year of 2018/2019

H_o : There is no significant influence of running dictation towards students d speaking ability in describing something at the eighth grade of MTsN 2 South Lampung in the acadeic year of 2018/2019

While the criteria of acceptance or rejection of hypothesis are:

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

H_o is accepted if $\text{Sig.} > \alpha = 0.05$



CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The writer aimed to know any significant for the students' speaking ability after they were given treatment by using running dictation technique in this research. The writer was conducted of the eighth grade of MTs N 2 South Lampung. The number of population was 172 students. Two classes sample of research, they were VIII B and VIII C. In this case, the writer used cluster random sampling to select the sample. Furthermore, the instrument of this research was oral test especially in speaking skill.

1. Result of pre-test and Post-Test in Experimental Class

The pretest was conducted on April 12th 2019. It was the first meeting, the writer conducted pre-test in order to know students' descriptive text speaking ability before treatments given. It can be seen from pre-test score of students' speaking ability in describing something in the experimental class.

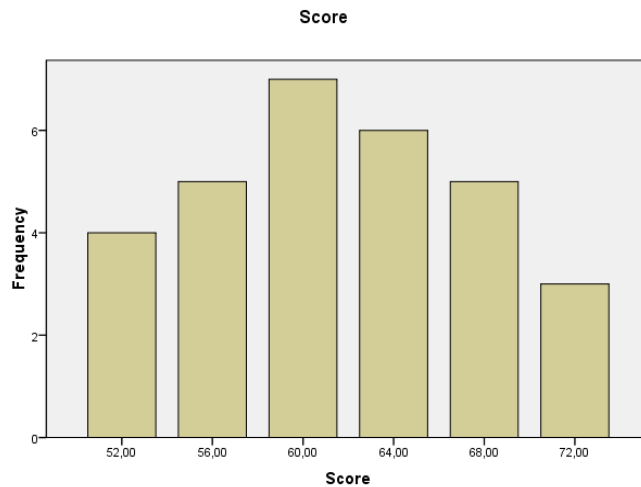


Figure 1
Graph of Pre-Test result in Experimental class

Based on the figure 1 it could be seen that were students who got score, 4 student who got 52score, 5 students who got 56 score, 7 students who got score60, 6 students who got 64, 5 student who got 68 score, 3 students who got 72 score. It can be seen that highest of pre-test of experimental class was 72 and the lowest score was 52, the mean of pret-test in experimental class is 61.60. it showed students' speaking ability after they got treatments.

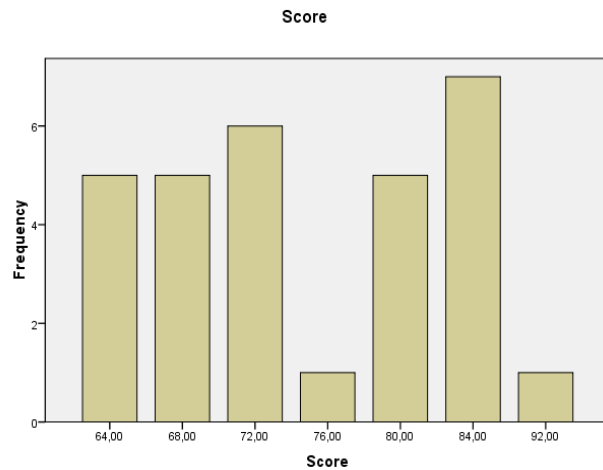


Figure 2
Graph of Post-Test result in Experimental class

Based on the figure 2 could be seen that students who got score, 5 student who got 64 score, 5 students who got 68 score, 6 students who got 72 score, 1 students who got score 76, 5 students who got 80 score, 7 students who got 84, 1 students who got 92. It can be seen that highest of post-test of experimental class was 92 and the lowest score was 64, the mean of pre-test in experimental class 74.93. it showed students' speaking ability after they got treatments.

The writer conducted post-test in order to know students' speaking ability describing something after the treatment. The post-test was administered on april 2nd 2019. The post-test score os students' descriptive text speaking ability in experimental class it could be seen in figure 2,

2. Result of Pre-test and Post-Test in Control Class

The writer also gave pre-test and post-test in control class. The pre-test score of the students' speaking ability describing something in control class could be seen in figure 3.

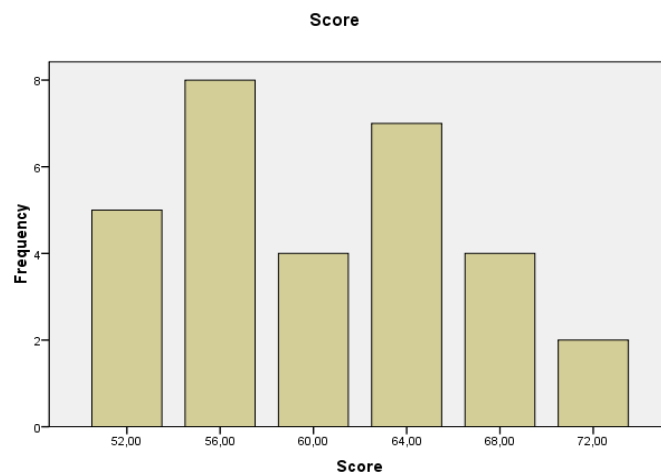


Figure 3
Graphs of the Pre-test in Control Class

Based on the figure 1 it could be seen that students who got score, 5.student who got 52 score , 8 students who got score 56, 4

students who got 60, 7 students who got 64, 4 students who got score 68 and 2 students who hot 72. It can be seen that highest of pre-test of control class was 72 and the lowest score was 52, the mean of pre-test in control class is 60.40. it showed students' speaking ability before they got treatments.

The post test was administrated in order to know students' speaking ability in describing something after the treatments given. It can be seen fro the post-test score of students' speaking ability in describing something in the control class

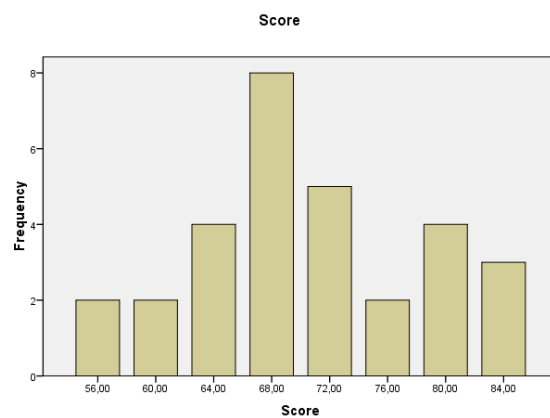


Figure 4
Graphs of the Post-test in Control Class

Based on the figure 4 it could be seen that were students who got score, 2 student who got 52 score, 2 students who got 60 score. 4 students who got score 64, 8 students who got 68 score , 5 students who got 72 score ,

2 students who got score 76, 4 students who got 80 score, 3students who got 84 score . It can be seen that highest of post-test of control class was 84 and the lowest score was 52, the mean of post-test in control class is 70.53

Based on explanation above, there was improvement in both classes. But, the experimental class showed more improvement than in the control class. It can be proved by differencing of mean score. The score differences of experimetal class was higher than the score of controll class. Therefore, the treatment using Running Dictation were more improve students' descriptive text speaking ability.

3. Data Analysis

After collecting the data, the writer analyzed the data by using independent sample t-test. There were two assumption that must be done and known. They were the normality test and the homogeneity test.

1) Fulfilment of the Assumptions

Before knowing the result of the data analysis by using independent sample t-test, firstly there were two assumption that must be done and known. They were the normality test and the homogeneity test.

a. Result of normality test

Normality test was done to know whether the data has normal distribution or not. In this research used statistical computation by using SPSS (*Statistical Package for Social Science*) version 16. The test of normality employed are Kolmogorov-Smirnov and Shapiro Wilk.

The hypothesis for the normality test is formulated as follows:

The hypotheses are

H_0 = the data are normality distributed

H_a = the data are not normality distributed

a. The test criteria

If the value $(p) >$ significant $(\alpha=0.05)$ it means that, H_0 was accepted

If the value $(p) <$ significant $(\alpha=0.05)$ it means that, H_a was accepted

Table 5

Tests of Normality

	Strategy	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Experimental	.156	30	.062	.932	30	.057
	Control	.159	30	.050	.941	30	.095

Based on the table above, it can be seen that Pvalue (sig.) for experimental class was 0.62 for Kolmogorov-Smirnov^a and Pvalue (sig.) for control class was 0.50. because sig.(Pvalue) of experimental $> \alpha$ 0.05. so, H_0 is accepted and sig.(Pvalue) for control class $> \alpha$ 0.05. So, H_a was rejected. The conclusion was that the data in experimental class and control class had normal distribution.

a. Result of homogeneity

Homogeneity test is used to determined whether the data obtained from the sample homogeus or nor. In this research used statistical computation by using SPSS (*statistical package for sosial science*) version 16 for homogeneity. The test of homogeneity employing Levene's test.

The hyphothesis for homogeneity test are:

H_a = the variance of the data is not homogeneous

H_0 = the variance of the data is homogenous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were:

H_a is accepted if sig $> \alpha = 0.05$

H_0 is accepted if $\text{sig} < \alpha = 0.05$

Table 6

Test of Homogeneity of Variance

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Score based on Mean	.057	1	58	.812

Based on the result obtained in the test homogeneity of variances in the column, it could be seen that $\text{sig (Pvalue)} = 0.812 > \alpha = 0.05$. it demonstrated that H_0 was accepted because $\text{sig (Pvalue)} > \alpha = 0.05$. it means that the variance of the data was homogeneous.

b. Result of Hypothetical Test

Based on the previous explanation that normalilly and homogenety test were satisfied. Therefore, the writer used the hypotetical test using SPSS (*statistical package for sosial science*) version 16, independent sample t-test.

The hypothesis formulas are :

Gain	Equal									
	variances									
	assumed	.057	.812	-2.248	58	0.28	3.20	1.42318	-6.04880	-.35120
							00			
							0			
	Equal									
	variances				57.					
	not			-2.248		0.28	3.20	1.42318	-6.04906	-.35094
	assumed						00			
							0			

Based on the result obtained in the independent sample t-test on the table, that the value of significant generated $sig (P_{value}) = 0.028 < \alpha = 0.050$. So, H_a is accepted and H_0 is rejected. Based on computation, it can be concluded that there was significant influence of using running dictation technique toward students' speaking ability in describing something of the eighth grade at MTsN 2 South Lampung in Academic year of 2018/2019.

B. Discussion

a. Problem in Doing Research

In the first treatment, the writer as a teacher began the class by greeting to the students and checking the students' attendances list. Ater that the writer explain about running dictation technique and the rule of the technique. The

writer also explained about speaking descriptive text. In this activity, the writer took short sentences as the material. Then the writer gave some examples and understanding about the relation of the materials and running dictation. The students asked some question spontaneously concerning with the materials that the writer taught.

After explaining the material, the writer asked students to make group into six groups. There was the runner in each group and the other students to be writers. Before running dictation star to play, the writer explained the rules so the class more discipline, for example that the group which could be the winner was could finish the technique quickly and which could the sentences correctly.

The teacher gave a sign before the technique begun. Then the runner start to run into outside class where the teacher saying the sentences and they were listening it. And they understand how to dictate the sentences (how to pronoun the sentences) after that they run to the second runner, and second runner run to the third runner and tells what they have listened, the third runner does the same to the forth runner. and the forth runner does the same to the writer. So the student repeat this technique 3 times and the students change position. And the last the students discussion with their group, and the writer comeforward in front of class to presentation.

During Running Dictation, ?". The students seemed to be disturbed by the other students' question or by those who wanted to cheat, some students made noise by asking " what the runner said?" "could you repeat the sentences, it made students could not hear what the runner said or the recording, it was in line with putri who said in her jurnal about the students made noise in the class . They asked the runner to speak loudly in order to make writers could heard what the runner said and some students have vocabulary mistakes and mispronounced in vocabulary it also result in errors in sentences and correct arrangement of text, it was in line Sofyan R, *.et.al*, who said in his jurnal about the students have vocabulary mistakes and mispronounced. The writer stopped the activity and tried to calm down. The writer asked them to pay attention and more concentration on doing the activity of running dictation and the writer gave disqualification for consequence who wanted cheating and asked to the students who deliver the sentences to carefully and clearly so the listener can hear the sentences well.

After the activity of running dictation had finished, the writer asked the students' opinion about their activity. Some students complained that they heard the new word but they did not know how to write the word corrcerctly and pronoun it. After that the students were given questions to assess their speaking.

For the second treatment, the writer gave the students repeat the activity in 5 times and the students change the position and 5 sentences for 1 running. So the writer gave the students 5 topics for 5 running with different sentences. in order to students get more speaking activity and their can feel how to be as the writer and as the runner 1 until the 4 runner . But in this treatment is too much spent the time and the students confused and difficult because so many sentences at the sametime the students feel tired so make the students not focused.

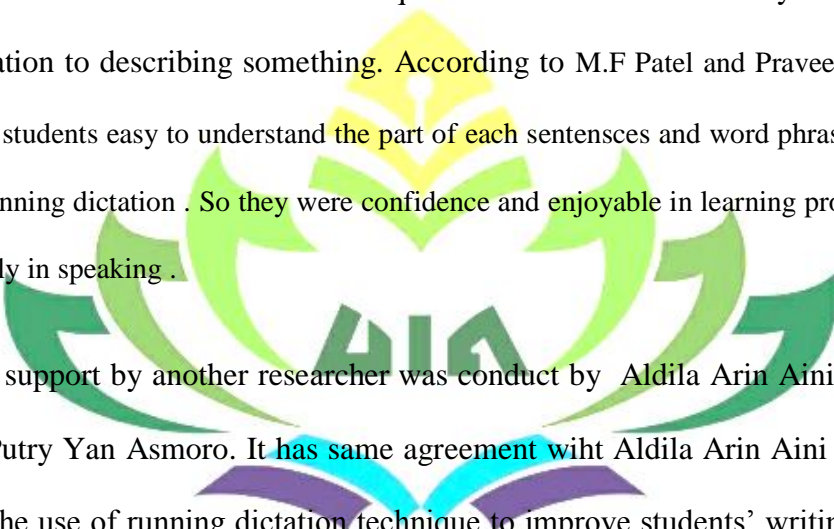
In the third treatment the writer back to first treatment, the writer gave the students to repeat the activity in 3 times and the students change the position and 5 sentences for 3 running. In this time the students were not seemed worried and confused anymore, the students understand the part of each sentences and word phrase. So they were confidence and enjoyable to do their job as a writer and runner. The students were participated the class well. The treatments were interesting for the students and can motivated in learning process especially in speaking.

b. Discussion of the Research

Based on the finding of the research, there was significant of using running dictation on speaking ability in describing something. It showed by

conducted three meetings for treatment. The treatment were interesting for the students.

From the result, running dictation is technique to teaching speaking especially in describing something could make the students more active and aware about correct the sentences. These technique made the students easy to get information to describing something. According to M.F Patel and Praveen M. Jain the students easy to understand the part of each sentences and word phrase by using running dictation . So they were confidence and enjoyable in learning process especially in speaking .



It was also support by another researcher was conduct by Aldila Arin Aini and Resta Putry Yan Asmoro. It has same agreement wiht Aldila Arin Aini who stuiied the use of running dictation technique to improve students' writing in descriptive text of the tenth grade of SMAN 1 Bawang Banjarnegara. It could be concluded that the running dictation give good contribusion to improve the writing ability.

Another previous research By Resta Putry Yan Asmoro Increasing students' Listening Achievement through Running Dictation Activity of SMA NEGERI 1 Ambarawa Pringsewu. She conducted a study about Running dictation that is expected to be useful to facilitate the students in developing their achievement. In this activity, the students also got fun and did not feel

bored in the classroom and the teacher can help students improve their listening achievement by applying running dictation.

Based on the explanation above it can be concluded that the first research finding supports previous research from by Aldila Arin Aini and Resta Putry Yan Asmoro that related to there is a significant improvement in pretest and posttest after being taught running dictation.

At the beginning, the writer gave pre-test on April 12th 2019 and got the data. In fact, the students' speaking were still low. Furthermore, the writer gave the treatments. It was conducted from on April 18th-26th 2019. All the students were paying attention to the teacher while presenting the lesson. The students did not seem to be worried and nervous anymore after applying the treatment. The treatments were very exciting and interesting to the students. They felt interested and enjoyable of the activities. The first treatment, the writer gave them to repeat the activity in 3 times and the students change the position and 5 sentences for 3 running. The students feel shy and looked confused. They seem to be worried to speak up when they were trying the running dictation technique. Therefore the students seemed more enthusiasm and enjoyable in learning process. Then the second treatment, the writer ask the students to repeat the activity in 5 times and the students change the position and 5 sentences for 1 running. So the writer gave the

students 5 topics for 5 running with different sentences. in order to students get more speaking activity and they can feel how to be as the writer and as the runner 1 until the runner 4 . Therefore in this treatment is too much spent the time and the students confused and difficult because so many sentences at the sametime the students felt tired so make the students cannot focused. In the third treatment the writer back to firts treatment, the writer gave the sudent to repeat the activity in 3 times and the students changed the position. In this time the students were not seemed woried and confused anymore and they were confidence and enjoyable to do their job as a writer and runner. The students were participated the class well. The treatments were interesting for the students and can motivate in learning process especially in speaking.

The last of the reasearch, post test was given to measure the improvement of speaking ability in both classes after the treatment was done. Based on the analysis of the data the result calculation found that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be seen from pre-test and post-test , the mean of pre-test is 61.60 and post test is 74.93. Based on the result of the students' pre-test and post-test score it showed that the students post test is higher than pre-test. The writer analyxes the data of normality test score and it showed that the data were normal.

After looking at the data normality test which the data were normal. The writer tested the data by using Shapiro-wilk. Shapiro-wilk included parametric statistic which was used to test the data with the normal distribution.

Based on the analysis of the data and the testing hypothesis, the result of independent sample t-test was null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that treatment had influence of using running dictation toward students' speaking ability in describing something so alternative hypothesis is accepted.

Based on the finding of the research, it was found that the students who were taught by using Running Dictation could make the students more active and the students more aware about the correct sentences. Besides that, the students get all of English skill needed which covers speaking, reading, writing, and listening in a time. The writer knows that good preparation and facilities can motivate students in teaching learning processes especially in teaching speaking. It can be concluded that Running Dictation Technique is appropriate in teaching speaking. So finally there was any significant influence of using Running Dictation towards students' speaking ability in describing something at the eighth grade of MTsN 2 South Lampung in the academic years 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data the writer draws a conclusion as follows: there is a significant influence of using running dictation toward students' speaking ability in describing something at MTs N 2 south lampung. By seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the writer's assumption is true, that is running dictation can give a significant influence toward students' descriptive text speaking ability. It was supported by evidence on the scores achieved by students in which they got higher scores after the writer gave the treatment running dictation for teaching speaking. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table here the Sig (2-tailed) is 0.028. It is lower than $\alpha = 0.05$ and its mean H_0 is rejected and H_a is accepted. It can be revealed from the hypothetical test, where alternative hypothetical (H_a) is accepted and null hypothesis (H_0) is rejected.

B. Suggestion

Based on the result of the research and the advantages of using running dictation in teaching speaking English to the eighth grade of MTsN 2 South Lampung in academic year of 2018/2019, the writer would like give some suggestion

1. Suggestion for the Teacher

- a. Based on the finding running dictation can be used to increase the students' descriptive text speaking ability in describing something, they were understand the part of each sentences and word phrase, So they were confidence and enjoyable to do their job as a writer and runner. The teacher can help student improve their speaking ability by applying running dictation.
- b. Before the running dictation being done, it is important for the teacher to explain clearly what they are going to do to minimalize 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. The writer gave disqualification for consequence who wanted cheating. And asked to the students who deliver the sentences to carefully and clearly so the listener can hear the sentences well

- d. Running Dictation is one of teaching techniques so the teacher can also employ it into integrated skill such as listening, speaking , writing, or reading.
- e. Speaking activity should enjoyable and stress free because enjoyment and from free threating situation will increase students' participation in speaking class.

2. Suggestion for the Students

- a. The students should learn and be more active in speaking class in order to develop their ability in speaking English.
- b. The students should be confidence, not feel shy or nervous in speaking. Besides they do not have to be afraid of making mistakes because making mistakes is part of learning.
- c. The students should more practice the language they have to learn with their environment even with their friends or teacher.

3. Suggestion for the Next Researcher

- a. In this research, running dictation is conducted in teaching speaking at second years students of junior high school, especially in learning describing something about people, animal, and thing and the writer focus on interpersonal dialogue. Further researcher can conduct this tecnique on different level of students, for example senior high school. They can apply other text, for example procedure text.

- b. In this research the treatments were done in three meeting. Other researcher can spend more time in giving treatments to the students so that they can get more practice



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