

# The Effect of Running Dictation Towards Students Spelling in Writing Short Functional Text at SMP Islamic Qon

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## Abstract

Spelling is a key functional component of writing. In teaching learning writing, the students face some problems, which have an error in terms of spelling that influences the meaning of the word itself. Then, the teacher also has problem in teaching writing, especially spelling. The teacher requires the alternative strategy which can be used for teaching learning in writing, especially spelling. Based on previous studies, running dictation gave the positive effect such as in science of nature, listening, and speaking. Thus, making different with the previous studies, the researcher applied running dictation for teaching spelling in writing skill. This study was to investigate the significant effect of running dictation towards students spelling in writing short functional text. The design of this study was quasi experimental design. The researcher chose seventh grade students of SMP Islamic Qon which totally consisted of 44 students. The researcher chose the sample of the study through population sampling. It was divided 22 students of VII-C as control group and 22 students of VII-B as experimental. The data was collected by using tests; pre-test and post-test about spelling ability in writing short functional text. After getting the data, the researcher analyzed the data using SPSS 16.00 and used Independent Sample T-test. The research finding showed that there was a significant difference between experimental group who was taught by using running dictation strategy and control group who was taught by two stay two stray. It has proven by the result of sig. (2-tailed) is .010. The sig. (2-tailed) is lower than 0.05 ( $0.010 < 0.05$ ). So, null hypothesis ( $H_0$ ) can be rejected. It means that running dictation strategy significantly effects on students' spelling in writing short functional text. The researcher concluded that running dictation strategy give positive effect on students' spelling in writing ability. The students were motivated and independent in learning writing. Therefore, the researcher suggests to the English teacher for implementing of running dictation strategy as an alternative strategy in English teaching learning process. For further researchers, the researcher hopes that use of running dictation strategy in other skills and levels to make different with the previous study.

**Key words:** Spelling, Writing skill, Running Dictation, Short Functional Text.

## 1. Introduction

The four main skills of the English language are reading, listening, speaking, and writing. Each human needs a mastery of various components to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991). Writing skill is one of human way to communicate with others. According to Alsaawi (2015:5) writing is a pivotal system that transfers spoken utterances from being heard to being seen and read. In last century, writing is still using symbol or special picture which has a meaning. This is supported by Marriane (2001:5) that writing has special position and very essential in Communicative Language Teaching. In this era, human can write the information using alphabet, human can use traditional letter or electronic letter.

Writing is one of the four basic skills. Become one aspect of productive skills, it means writing should learn by students in school generally. According to Javed, et.all (2013) the students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Langan (2012:8-9) in Zulraudah (2014) said that some people has difficulties in writing. Too many components and rules in writing make students feel difficult to deliver their ideas in written form. Rida (2011:1) said that there are three factors that make students not capable in writing. First is a cultural factor from Indonesian such as, passiveness, shyness, etc. Second is a linguistic factor. It is about grammatical, punctuation, spelling, or etc. The last factor is social factor in which students have very small group to communicate using English Language in written form. In here, linguistic factor is more complex and confusing.

According to Ibrahim (1978) there is a consensus among researchers that learning a new writing system is more difficult than learning it for the first time. Learning a new writing system is not a tranquil task, however, it is vital and crucial. Bazerman (1991:3) asserts the importance of writing by indicating that writing structures our relations with others and organizes our perceptions of the world. In particular, one of the main elements of learning any writing system is spelling. Langer (2014) stated that spelling is a representation of language.

Spelling is the way writers can express their ideas clearly (Cook, 1992). Using wrong spelling will change the meaning of the word itself. According to Fagerberg (2006) spelling is essential since one misspelling may change the meaning which the researcher intended to convey in the text. Those problems almost the same with problems that researcher found in SMP Islamic Qon. The researcher chooses the school based on the interview with the English teacher.

The researcher found several problems, the student lack in speaking and produce errors in their spelling. English teacher said that students often write the word with mistakes, because students are still confused to differentiate between oral words and written form. For example if the teacher said "House" the students will get the information about "House" and will write down the word "Haus". This problem was encountered by English teacher there. Students face difficulties with spelling. Even though, spelling is important component of writing.

According to Benyo (2014:5) spelling is very important in written language, and any mistake in spelling can affect the written product and may lead to misunderstanding. Therefore, correct spelling of vocabulary is essential to convey the intended meaning (Corder 1981:76).

Based on the explanation above, from the interview with English teacher and theory of spelling, both of them became problems that appear in classroom. Those explanations above proved that their spelling ability in writing still is insufficient and they have problems with writing ability in class. For this reason the researcher tried to fix this problem and want to increase their skills in spelling in writing or dictation of the word. The researcher tries to treat them with a strategy that is running dictation. In this issue, the researcher implement strategies of running dictation combined with Short Functional Text. Researcher also asks to English teacher that from all of short functional, students confused to differentiate between short message and warning or caution, because usually the text in public places almost same (Arifani, 2016; Anwar & Arifani, 2016; Asari, Ma'rifah, & Arifani, 2017; Asmara, Anwar, & Muhammad, 2016).

In this study, from the interview with English teacher, researcher found several gaps in previous study. In previous study, teaching writing is still general, it means no more aspect thought by teacher in detail. Teaching writing in a classroom often uses long text, as like descriptive text and narrative text, and also students still difficult to differentiate short message and warning. That is why in this study researcher wants to use different media as a text to test their ability in writing. Researcher chooses short functional text as a media in which the previous study did not use it. One aspect in writing is spelling. Spelling was never discussed in previous research, but in fact, many students feel difficult to spell in writing. Wrong spelling in writing will be influence the meaning of the sentence. Therefore, researcher wants to make a research about running dictation towards students spelling ability in writing short functional text. Researcher also wants to know whether running dictation give significant effect or not and also in this research, researcher focuses on instruction, short message, and warning/caution because those text are appropriate to combine with running dictation, which the implementation of running dictation itself, students have to dictate the words to their friend, too much words influences the time of the strategy.

Running dictation is a type of dictation. Because the problem almost the same in spelling, but different skill that is writing skill, so this strategy can be applied. Çelik (2004) in Gültekin (2014) states that dictation strategy can be implemented by the students to determine students' spelling errors through reading a text aloud. This can be explained by the fact that the teachers use dictation to allow students to gain skills in writing and language. This strategy can control the class and make it interested to the student in writing. Krashen (2003) states that in university dictation can control writing ability. That is the same with opinion of Oller (1979) that students can explain what they looked-for by considering running dictation.

Dictation is still a general strategy, so the researcher chooses running dictation to implement in classroom. Running dictation is usually conducted in group. Cohen in Widyanto (2005:5) running dictation in small group is one of the ways to achieve learning process well. As like the name that is running dictation, the group consists the writer and runner to spell the words. According to Hess (2001), running dictation is a method which the students do the task by grouping to dictate the sentences that involve the runner and the writer from each group. From several previous studies, running dictation only implemented in one until two times, so the score is not maximum. The second is the students cannot understand the materials because the materials only in point, not cover all. The third is teacher usually takes the score by using running dictation strategy in a group, not individually, so it can make students become passive. So far, not only problems for school itself, but the researcher found several problems that appear in previous study about running dictation strategy.

Here, researcher wants to test the theory about Running Dictation strategy in SMP Islamic Qon. Therefore, this study attempted to provide more information about the effect of running dictation strategy towards students' spelling in writing

short functional text. The researcher hopes that this study will make contribution to the other researchers in this area. Based on the background and explanation above the researcher decides to examine the effect of running dictation towards students' spelling in writing short functional text at SMP Islamic Qon.

## 2. Methods

This study uses Quantitative design to conduct this research. Actually, quantitative design divides into three models. Those are experiment, correlation, and comparison. According to Creswell (2003, p.18) a quantitative approach is one in which the examiner primarily uses post positivist claim for increasing knowledge (i.e., cause and consequence thinking, decline to definite variables and hypotheses and questions, employ of extent and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data. This study uses experimental design to test the theory whether give significant effect or not with their ability.

An experimental study also divides into two models. First is true experiment and the second is quasi experiment. In this study, researcher uses quasi experiment, because researcher cannot organize the sample and population. It means for the sample and population has been organized or chosen by the school or teacher. This study also uses quasi experiment which is related to number and statistical data. Researcher has three reasons for choosing quasi experiment. First is about researcher cannot assign the students become a groups randomly; it will choose directly using cluster sampling technique. Second is because in this study has an intervention of other thing in real-life setting. Here, English teacher or school is intervention about the sample to be groups in the classroom. Third is about collect the data. Researcher should collect more data than in real experimental studies to make sure that the data can come to reasonably clear conclusions. In quasi experiment, rather than randomly assigning students to the experimental and control groups, researcher tries to match the experimental group (typically a class in which an intervention is taking place) with a comparison group. The comparison is control group in which the control group is not given treatment.

There are two variables in this study. The first is running dictation method and the second is spelling in writing short functional text. The dependent variable is spelling in writing short functional text and the independent variable is running dictation. There will be two groups. Those are the control group becomes group which has a treatment of two stray two stay method. In addition, for the experimental group is a group which has a treatment about running dictation. To get the data, the researcher uses test in this research. There are two tests, the first is pre-test and the second is posttest. So that, the researcher tries to find out the result between pre-test and posttest of students in control group and experimental group.

The researcher divides this research into two groups, they are experimental group and control group. Both of them gives a pre-test, and then the treatment of running dictation method apply to the experiment group while the control group will be though by a teacher method that is two stray two stay because two stray two stay in the technique is same, and students have to deliver the information from their friends.

In this study, design chart can be seen in the figure below:

Group	Pre-Test	Treatment	Post test
C	O	X <sub>1</sub>	Y
E	O	X <sub>2</sub>	Y

Table (a). Quasi experimental design

Note:

E: Experimental group

C: Control group

O: Pre-test

X<sub>1</sub>: Two Stay Two Stray method treatment (Teacher's method)

X<sub>2</sub>: Running Dictation method treatment

Y: Post test

From the table above, it could be seen that both of the classes will give pre-test in the beginning of the research. Next, the researcher gives a treatment "running dictation method" for the experimental group and teaches use teacher's method (two stray two stay in the control group. After giving treatments, the researcher will give them a post test. The last, the researcher tries to find out the mean different between pre-test and post-test score. The researcher analyzes the data using t-test formula to prove the hypothesis.

### 3. Findings

In this section, the researcher focused on the score of pre-test and post-test analysis of both experiment and control group. The researcher also focused on hypothesis testing analysis. The result of the students' score was analyzed by three people. First is the researcher herself, then the second is an English teacher of seven grade in SMP Islamic Qon. The last is English teacher from other school (SMA NU 1 Gresik) which she has been taught English almost twenty years and had ability in spelling in writing.

The pre-test score of experimental and control group was presented in the appendix. The mean of the pre-test of the experimental group was 81, 0755 and the mean of pre-test score of the control group was 82, 2727. Before conducted the treatment, the researcher analyzed the homogeneity to know whether both of the classes were equal or not. The researcher analyzed the homogeneity by using SPSS 16.00 from the pre-test score. The result showed that  $F = 3,270$  and the  $sig. = 0,078$  in Levene's Test for Equality of Variances. An analysis of post-test score was done to the answer the research problem in this study. Then, by analyzing the post-test score the researcher knew the significant difference related to the implementation of running dictation strategy and without using running dictation strategy in both experiment and control group. From the post analysis, the mean of the post-test of the experimental group was 96, 3945 and control group was 95, 6359. Then, the researcher analyzed the hypothesis testing and the result showed that the value of Sig. (2tailed) was 0.010 in critical value for 5% level.

### 4. Discussion

This study investigated the effect of running dictation towards students' spelling in writing short functional text. The researcher would like to know the significant effect of running dictation strategy for increasing students' spelling in writing short functional text at seven grade of SMP Islamic Qon. The researcher chooses "Running Dictation" because it could make the students mastery to write English language which the articulation, spelling in English is different between Indonesia languages. This strategy has steps that decrease the worry of student about writing good English language. This method is also included collaborative learning activities to maximalist the student's ability, especially in writing short functional text.

In this study, the researcher used a quasi-experimental design with non- randomized. The population of this study was VII grade students of SMP Islamic Qon. The sample was VII-C as the control group which consisted of 22 students and VII-B as the experimental group which consisted of 22 students. Before giving the treatment, the researcher gave pre-test for both experiment and control group to find out the primary between experiment and control group as they have a similar level of spelling in writing ability. Then, the researcher gave the treatment of "Running Dictation" for the experimental group and "Two Stay Two Stray" for the control group. After giving the treatment to the both experiment and control group for four times, the researcher did post-test to find out the influence of the treatment to their spelling in writing skill after giving the treatment. After pre-test and post-test score were given both groups, the researcher analyzed the data by using Independent Sample T-Test with SPSS 16.00 program.

We know that Running Dictation is actually one of kinds of dictation technique (Freeman et. Al., 2000) in Mardhiyah (2016). It is an activity for teaching English skills where the students can learn, run, tell and write what they have read in a group. The students will run and see the text and they read it, then they tell what students feel learning process. According to Case (2013) running dictation is fun and interactive activity in listening, speaking, reading, and writing skill. This strategy can divide the students into groups or pairs, it depends on total of students in the classroom. The students can work together to complete their worksheet. This situation can stimulate their teamwork. Running dictation is an activity for students to move around and work in a team. Council (2008:1-2) said that running dictation strategy is a fun strategy to motivate the students at upper primary and lower secondary level.

Running dictation is usually done collaboratively. Cohen in widyanto (2005:5) supported that running dictation is one of the ways to achieve learning process well. This strategy involves a runner and writer. As a runner should dictate the word or sentence to the writer based on the text what have runner read before. This statement supported by Hess (2001), running dictation is a method which the students do the task by grouping to dictate the sentence that involves the runner and the writer from each group. This strategy can control the class and make the students in interested writing. Krashen (2003) in university dictation can control writing ability. Similar to the opinion with Oller (1979) that the students can explain what they are needed by considering running dictation.

Based on the previous studies, Running Dictation was successful implemented almost in all English subjects? The first result is about the use of running dictation in teaching writing for elementary school. The finding shows that it is make students in young learner motivated and do the task together with the group. Next result is about the use of running dictation to improve speaking skill in vocational high school. The finding shows that running dictation was give significant effect in speaking ability at vocational high school.

It is still questionable but this research is the study of Running Dictation strategy at writing skill and the result shows that there is a significant effect of Running Dictation strategy towards students' spelling in writing short functional text. It's

mean that running dictation strategy is good in spelling in writing ability and makes the students easy to spell English language in written form. Then, running dictation gave positive effect on student writing ability. Students were motivated in learning writing and they were more independent in learning writing especially to write unfamiliar vocabulary. The class situation also becomes conducive and active. This study also give contribution toward previous study which is running dictation also can implemented and give new experienced to test the theory in specific skill especially in spelling ability in written form, and also using short functional text as new media, the students can develop their ideas through the pictures.

So, in productive process of learning English, the running dictation is good at speaking and writing ability. This research also to ensure the study about Running Dictation strategy before that studied at listening and speaking skill. To make the Running Dictation strategy in all the skill of the learning English, for the further researcher can do the experiment of Running Dictation strategy at the reading skill and apply or experiment with Running Dictation strategy in other level as Running Dictation strategy at reading skill in Senior High School, at speaking skill at Junior High School and listening skill at Senior high school because every level has different character in learning English.

## 5. Conclusion

Based on the result of the study “The Effect of Running Dictation towards Students’ Spelling in Writing Short Functional Text in SMP Islamic Qon”, the researcher agrees that the theory of running dictation strategy can be applicable across grade levels, curriculum and content area. Here, the researcher experimented running dictation strategy in students’ spelling in writing short functional text (instruction, short notice, and warning/caution) and the result is teaching writing through running dictation strategy has a positive effect on students’ spelling in writing short functional text. It means if the teacher applied running dictation strategy, so, teacher can get many advantages. The first benefit is students can write short functional text correctly. Second benefit is students’ spelling in written form will be more perfect and did not change the meaning. The last benefit, if the teacher applied running dictation as like the researcher did before, then the students will have high responsibility in teamwork and also teacher can be more creative to modify this strategy combine with the material. It is same with previous study that running dictation was successfully experimented and implemented and also gives many benefit in listening skill, reading, and young learner level.

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