THE USE OF RUNNING DICTATION FOR TEACHING WRITING NARRATIVE TEXT
(A Case Study at the Ninth Grade of a Junior High School in Al-Mukarrim)

Ida Farida
English Education Program FKIP Galuh University

ABSTRACT

This paper aimed to explore the use of running dictation to teaching writing narrative text. This study was aimed at to investigate how the teacher implemented running dictation and the writer wants to find out the students' perception toward the use of running dictation to teach writing narrative text. The theories of this study has taken from Nation (2009, p. 62, 2014) investigated how running dictation can be implemented in teaching narrative text. This study was employed qualitative case study as the methodology and design of the study. Meanwhile, the research participant in this study was an English teacher and seven students based on their learning achievement. Meanwhile, the instruments used in this study consisted of three instruments including non-participant observation, semi-structured interview, and also questionnaire. First, based on research question number one, the writer found that the teacher use three main steps in implementing running dicatation. First, dividing the students into several groups. Second, giving the instructions to the students to determine, the writer and the runners for completing the ways of implrmrnting running dictation. Third, encouraging the students to conduct running dictation as well as possible. Moreover, the use of running dictation effects not only on students' motivation in learning English but also impact on students' language skill such as the skill in reading, listening, speaking and especially in writing process. The majority of the students in answering the questionnaire item showed that the use of running dictation directly impact on their four basic skills because the students indirectly read, listen, speak, and write the story given by the teacher

Keywords: *narrative text, running dictation, writing*

INTRODUCTION

some problems encountered in writing English that elaborated in the folowing discussion. Kurt and Atay (2007) and Yavuz-Erkan and İflazoğlu-Saban (2011) explained that most EFL learners at any levels believe that writing is one of the harderst language skill. The research conducted by Darus (2008, p. 493) emphasized that the biggest element of the students' weaknesses in their writing was short of ideas, stuck in extending main ideas, and poor vocabulary. In addition, Kurdianti (2007, p. 131) in her

research found that the students still made some errors in reconstructing grammar in sentences.

From the teacher's sight, dictations can be carried out at any level, depending on kind of the text, graded for multi-level class, and usually need less preparation and photocopying. Instead of the standard formula of the teacher dictating the text, there are several ways of making the teacher focus on the students themselves. Using running dictation to teach written descriptive text can avoid boredom for students because the technique assist the students to brainstorm, elaborate paragraphs, and finish final draft (Nation, 2009, p.62, 2014).

To sum up, the study written by Aini (2015) entitled "The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text". Showed that the implementation of running dictation is one of the practical ways to ir students' writing in descriptive text. She states that the activities in running dicattion assist the students in memorizing and realizing what the students heard in the form of writing.

The related study was similar with the current study in which both studies focus on the use of running dictation to teach writing. However, the ways of the teacher does running dictation was not clear. Furthermore, this study fills the gap by investigating "THE USE OF RUNNING DICTATION FOR TEACHING WRITING NARRATIVE TEXT (A Case Study at the Ninth Grade of a Junior High School in Al-Mukarrim)"

Thus, this study is constructed to answer the following questions:1)How does the teacher implement running dictation for teaching narrative text?., 2). To what extent can the use of running dictation impact on students' writing skill in narrative text?

LITERATURE REVIEW

The Nature of Writing

According to Murcia (1991), writing is the skill to express one's thought in written form of a second or foreign language. It means, it purposes to express their own ideas into a work either or foreign or second language. Writing is creating pieces of written work, such as stories, poems or articles. Thinking is the basis of writing. It cannot be such a natural activity. Writing is a process that enables writers to explore thoughts and ideas, and makes them visible and concrete.

Meyers (2005, p. 2) said that writing is not a real activity. All physical and mental common people learn to speak a language. However, all people must learn how

to write. This is a important difference among spoken and written styleof language. There are other crucial differences as well. Writing, not like speech, is displaced in time. Actually, this must be the reason why writing originally developed since it makes possible the transmission of a message from one place to another. A written message can be accept, stored and referred back to at any time. It is permanent in comparison with the ephemeral 'here one minute and gone the next' character, of spoken language - even of spoken language that is recorded on tape or disk. That is why, writing is a tough activity for students, even though the writing activity is in their first language.

It can be implied that in writing activity, firstly, there is an idea to produce words that will be constructed into sentences and paragraphs and finally it becomes a writing. Talent is not an definite condition to be a writer but writing skill started by interesting creativities and many practices to sharp reasoning of social phenomena and its importance is reading habit from many books sources.

Plans of Composing Process

According to Msanjila (2005, p. 34), "writing is the most multi human mental activities, its composing process together with its complexity, challenges the imagination and ingenuity of anyone in finding answer. Something happens when people write? The aforementioned tries to answer the short question by viewing writing as a problem solving process. Writers anticipate the problem of composing by using a variety of procedures that make though efficient. Planning, it can reduce a vast problem to manageable size, is one of the most powerful.

The researcher examined data of the writer behavior during writing process, examining, the plans of college students writers make, and the way in which plans interact. Msanjila (2005, p. 30) said that there is a difference of functionally distinct kinds of plans and thre are plans for producing ideas and a written product. Sometimes these plans runs well so it will be easy to a written text. In other situation they get conflict and result more complicated composing process. Each writer has different plans to affect the efficiency of their composing process and the effectiveness of their final product.

Steps of Writing

The writing process teaches students how to develop their ideas and record them in written style. The theory of step of writing is proposed by Oshima and Hogue (1998,

pp. 3-27) The process includes the following steps comprising planning, writing a draft, revising, editing, and publishing.

Moreover, the writer would like to elaborate every writing process in the following discussion to provide clear description about the step in generating a good written work. In elaborating the step in writing, the writer adapt with the theory from Oshima and Hogue (1998, pp. 3-27)

The beginning step of the writing process is planning. In this regard, the students generate ideas based on prior knowledge or personal experience. They may be prompted to display or draw their story and then tell a friend. After brainstorming with other students, they examine their ideas, narrow their focus, and select a topic. Some students may be provided with a generic graphic organizer. As students makee a plan, they require to consider their writing (the purpose), and their writing audience. At this point, students may choose the their writing form that will be chosen.

The next step is drafting. Following the development of their plan, students make their first drafting. The purpose is to get ideas down on paper. The highlight, at this point, is on the message, not the writing mechanism. Once the draft is complete, students need to read what they have written and decide if it says what they want it to say and if they like what they have written. It is important that they understand that not all writing will be developed beyond this point. (Teachers will tell students how many pieces of writing are expected to reach publication over the course of the year.) If they consider that the draft has potential, they will move on to the next step in the writing process. However, if the drafting doesn't fulfill the demand (e.g., does not address the purpose for writing), they may choose to go back to the planning stage and begin again. It is essential that students be taught how to evaluate their own writing at this stage in the process.

The next step is revising. The highlight of this step is to improve the quality of the message. Students are supposed to examine their writing critically and use various strategies to revise their writing effectively. A good method to begin is to ask themselves, "Does this make sense?"

They must consider if their ideas are clear and if their organization is proper for the form chosen. Students will also consider the writing style, including sentence structure, paragraphing, and vocabulary, and ensure that they have made the best word choices for their topic and audience. Diction is a key concept concerning building the

writer's voice. If students decide that significant changes are necessary, they may choose to go back and produce a complete second draft.

In this case, Raimes (1983) indicates that teacher and/or peer seminar is an effective approach to revision. After a revision seminar, the student writer will decide if he or she will implement any of the suggestions made. It is important for teachers to remember that students may reach plateaus in their writing. Instead of progressing on to the next stage of development, they may need more experience and time to o expand their repertoire of ideas and their sense of writing style and form.

The following step step is editing. In this stage, students are willing with their message. They feel they have addressed the purpose, used the proper text form, and take into account their audience. Thus, they now need to focus on the mechanical aspects of their writing – they need to be taught to proofread their own writing and the writing of others. During proofreading, students will check the correctness of their spelling, grammatical structures, and punctuation. Class-developed editing checklists are a most effective tool because they display students' ability. Most of all, students will need to develop a variety of strategies, through a balanced writing program, before they are independently able to edit their work and the work of others.

The last step is publishing process. Students now present their writing to the intended audience. They take into consideration the visual layout of the text (e.g., margins, headings, graphics, and photographs) and its legibility. Once their writing has been published, it should be shared with their audience. As the following chart shows, writing is recursive in nature. The writer moves back and forth between the steps of the writing process in order to create and refine ideas. It is important to remember that not all writing reaches the publishing stage.

Teaching Writing Skill

Nemouchi (2008, p. 8) classified between the acquisition of language and the of writing as "the acquisition of language, as natural process, comes by itself and occurs at an early age. In contrast, acquiring writing needs intensive process of training and a long-term pedagogical assistance in specialized institutions".

Actually, the hardest point to acquire the written form of a language is mainly because of the lack of psychological predisposition that characterizes the spoken form.

Consequently, writing is a skill that must be adapted to our abilities so that we can understand to teach the complex set of rules thought in class (Weigle, 2002, p. 4)

Furthermore, it could be said that one should pass through more practices to get used to the writing rules and strategies, because it is not acquired in natural setting (at home, in the street, etc.). This is why it needs an intensive process of training to get used of it and its conventions.

The Problem of Writing

within writing process, students may find some problems. As mentioned by Alwasiah (2001, p. 23), writing for foreign language is consider as the most difficult skill for some students. Harmer (2004, p. 67) claims that there are three common problems that make writing difficult. First, process or organization problems, dealing with the selection of sentence structure, how to organize the ideas and sequences. Second, language use problems deal with the ability to use certain structures and mechanical skills. Third, content problems deal with what to say in writing or being at a loss for ideas.

In addition, Harmer (2004, pp. 80-87) also categorizes three problems that make writing skill is difficult to be mastered i.e. linguistic, cognitive and content problem. First, linguistic problems refer to coherency and the choice of sentence structure in order for the text to be produced can be interpreted by readers. Besides, He also argues that the difficulty of writing is how to generate and organize task-relevant ideas; phrase grammatically correct sentences that flow; use correct punctuation and spelling; wording; and tone. Thus, giving ideas in written form should be perfect in term of structures and word order.

Second, cognitive problems related with the assumption that writing is learnt through a process of instruction. It is different from speaking, writing requires more awareness, thought and hard work. To sum up, the writers sometimes lose their ideas in the process of writing.

Finally, content problems come up referring to writing as single activity without the possible interaction or the goodness of feedback stating that writing is another process requiring writes to explore, oppose-, and make connections among propositions for themselves. It means that someone who writes does not get direct feedback from her/his reader about the quality of reading.

In summary, based on the aforementioned definition, the problems of writing could be classified in three major problems. Those are linguitics problems, cognitive problems and content problems. Linguistic problems deal with the sentence structure selection and sentences should be connected all together. Second, cognitive problems mean that the writes have to master the written form of language and to learn certain structures which are important for effective communication in writing.

METHOD

This study measured the students' ability in verbal (listening, speaking and writing). The research design of the study is case study under qualitative design which was applied to collect the data of this study. According to (Yin, 2011 p.307) "Case study is a design of inquiry found in many fields, particularly evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases deal with time and activity, and researchers collect data information using various data of collection procedures over a sustained period of time.

Regarding the research question and purpose of this study, the writer conducted this study as a qualitative case study. The writer used qualitative approach because she explored the new variables that faced in her study. Cresswell (2012, p.16) state that qualitative approach is best research design to address a research problem in which we are not familiar with the variables and need to explore. There were many kinds of qualitative approach, but the writer used case study related to the case that faced in her study.

There were 24 students and one English teacher in MTs SA Al- Mukarrim in Ninth grade (IX). The topic taught is about writing narrative text. The sample of this study is purposive sampling technique. In purposive sampling, the writer intentionally selects individuals and sites to learn or understand the central phenomenon (creswell,2012, p.206).

Thus, to gather the data, the writer employed one early level of junior high school and an english teacher in that school. He has been teaching for 7 years to the student in seven and ninth grade. That english teacher was selected because she applied running dictation in teaching and learning process. The seven students was choosen based on their achievement in learning english according to the english teacher.

FINDINGS AND DISCUSSION

This presents highlight some points of discussion. The first point was concerning the result of this study. In Fact, based on the data collected through the classroom observation and interview concerning the use of running dictation, the writer concluded that the teacher used three steps in conducting running dictationas proposed by Nation (2009, p.62, 2014) about the steps in implementing running dictation including spliting the students into groups. One member is the writer and the other member is a runner, the first runner have to run to the text read the first paragraph or sentence and constructed story telling to their friends in their group. The writer of each group has to write the story. Its continue until the story end.

The following point to be discussed was writing process steps. In this case, the writing process means students learn how to approach and conduct a writing task (Peterson, 2003, p. 1). The aspects of writing provide teachers and students with the concepts and terminology necessary to understand and talk about the process and products of writing. An understanding of the forms of writing, including genres and formats, and practice in identifying the purpose and audience for their writing enable students to select the most appropriate form to communicate their ideas and feelings.

The writing process, the elements of writing, and the forms of writing support five key instructional approaches presented in this guide. These aspects of writing are interrelated, but they may be taught respectively for a particular purpose – for example, in a shortlesson taught to address a specific need – and then quickly integrated back into the literacy block (Peterson, 2003, p. 1). Meanwhile, Peterson (2003, p. 1) also state that a process writing classroom has tendency to be classified by a number of elements such as: having students establish their writing purposes; developing author groups; peer seminar; student-teacher conferencing; finding 'real' audiences for students' writing; teachers writing with students; recognizing students' personal writing processes; recognizing social and cultural influences on student writing (Peterson, 2003, p. 1).

The writing process teaches students develop their ideas and record them in written style loooop. The theory of step of writing is proposed by Oshima and Hogue (1998, pp. 3-27) The process involves the following distinct steps including planning, writing a draft, revising, editing, and publishing.

The first step in writing process is planning. In this regard, the students generate ideas based on prior knowledge or personal experience. They may be prompted to visualize or draw their story and then tell a friend. After brainstorming with other students, they examinee their ideas, narrow their focus, and select a topic. Some students may be provided with a generic graphic organizer. As students create a plan, they need to take into consideration why their writing purpose and audience. At this point, students may determine the form their writing will take.

Based on the result of this study, most of the students enjoyed joining the learning process related to learn English using smule. Therefore, this study is expected be a good news for the students related to assist them to enjoy their atmosphere in joining teaching and learning activity in the class, as stated by Billingmeirer and Forman (2015).

CONCLUSIONS

This study investigated the teacher;s implemention in running dictation to teach narrative text and the impact of the use of running dictation can impact students' writing skill in narrative text. The first conclusion was the teacher implemented running dictation into three stages. First, dividing the students into groups. Second, giving the instructions to the students to determine, the writer and the runners for completing the ways of implrmrnting running dictation. Third, encouraging the students to do running dictation as well as possible. The second conclusion was that the use of running dictation effects not only on students' motivation in learning English but also on students' language skill such as reading, listening, speaking and especially in writing process. most students showed that the use of running dictation directly affects their four basic skills because the students indirectly read, listen, speak, and write the story in learning process.

REFERENCES

Aini, A. A. (2015). *The use of running dictation technique to improve students'writing in descriptive text (an action research of the tenth graders of SMAN 1 Bawang Banjarnegara in the academic year 2014-2015) (Doctoral dissertation,* UNIVERSITAS NEGERI SEMARANG).

Alwasilah, C, A. (2001). *Language, culture, and education*. Bandung: Andira.

Billingmeier, R. T., & Forman, D. (1975). Gottlingen in retrospect. *International Review of Education*, 21, 215-230.

Creswell, J. W. (2012). *Research design pendekatan kualitatif, kuantitatif, dan mixed.* Yogyakarta: Pustaka Pelajar.

Kurt, G., & Atay, D. (2007). The effects of peer feedback on the writing anxiety of prospective Turkish teachers of EFL. *Online Submission*, *3*(1), 12-23.

Darus, S. (2008). *A framework for a computer-based essay marking system: Specifically developed for ESL writing*. Lambert Academic Publishing.

Harmer, J. 2004. *How to teach writing*. England: Pearson Education Limited

Kurdianti, D. (2007). The organizational and grammatical proficiencies in writing a narrative essay of senior high school students. *Bahasa dan seni: Muhammadiyah Malang University*, *35*(1).

Meyers, Allan. 2005. *Gateways to academic writing: Effective sentences paragraph and essay.* New York: Longman.

Msanjila, Y. P. (2005). Problems of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania. Nordic Journal of African Studies, Vol 14(1) , 15–25 .

Murcia, C. Marianne. (1991). *Teaching English as a Second or Foreign Language.* Boston: Heinle Publisers.

Nation, I. S. P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.

Nemouchi, A. (2008). *Writing connection with grammar and literature in the study organization of the LMD system at the University of Constantine*. Unpublished PhD dissertation, Univesity of Constantine.

Oshima, A. & Hogue, A. (1998). *Introduction to academic writing (3nd ed).* New York: Addison Wesley Longman, Inc.

Raimes, A. (1983). Technique in Teaching Writing. New York: Oxford University Press.

Weigle, C.S. (2002). *Assessing writing*. Cambridge: Cambridge Unvversity Press.

Yavuz-Erkan, D. & İflazoğlu-Saban, A. (2011). Writing per-formance relative to writing apprehension, self-efficacy in writing, and attitudes towards writing: A correlational study in Turkish tertiary-level EFL. *Asian EFL Journal*, 13(1), 164-192.

Yin, R. K. (2011). *Qualitative research from start to finish.* New York: Guilford.