

**THE APPLICATION OF THE RUNNING DICTATION TECHNIQUES TO  
IMPROVE THE STUDENTS' SPEAKING IN DESCRIPTIVE TEXT**

**SKRIPSI**

*Submitted Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
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**By**

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## ABSTRACT

**Anita Wahyuni Nst. The Application of The Running Dictation Techniques to Improve the Students' Speaking in Descriptive Text. Skripsi". English Education Program Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara (UMSU). 2019.**

Classroom action research was applied in this research improvement of speaking through Running Dictation Techniques to Improve the Student's Speaking in descriptive text. And find out the extent of using Running Dictation to improve speaking ability of second grade os SMP Muhammadiyah 05 Medan. This research is classroom action research, the subject of the research were thirty fourth students in the second grade of SMP Muhammadiyah 05 Medan. This research was conducted in stwo cycles; each cycle consists of planning, action, observation, and reflection. The researcher found several findings on it. The findings show that the students' speaking increases from pre to post test. The mean of pre-test I is 55.88, the mean of post-test I is 63.5, the mean of pre-test II is 68.82, and the mean of post- test II is 92.35. The increasing percentages of students who pass in oral test in cycle I and cycle II are: 50% up to 67.64%. The decreasing percentages students who do not pass oral test are: 38.23% to 20.58%. It means that running dictation is able to improve the students' speaking skill.

**Keyword: running dictation techniques, speaking skill, descriptive text**

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Finally the researcher realizes that this thesis was still far from being perfect in spite of the fact that she has done the best in completing this study. Therefore, any constructive advice, criticism, comments and special suggestions are welcomed to further improvement of this thesis. May Allah the most almighty always bless all of us to be succeeded. Therefore, the researcher would like to thank:

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Medan, September 2019  
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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Speaking is one of important language skills for students in learning a language because it plays an important role in an oral conversation. It, therefore, should be mastered by senior high school students that they are able to make communication run well during the teaching learning process. It really makes sense because if students can achieve the skill, they will be able to appropriately express their ideas, share information, and maintain social relationship by communicating to others. According Chaney (1998:31) that “Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol in variety of context”.

Speaking is one of complex skills which has many elements. According to Haris (1974: 75) “speaking has some aspects, such as: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. Therefore, commonly, SMP students experience certain difficulties in learning this language skill”.

Unfortunately, many teachers still use a conventional way of teaching English. This leads to boring atmosphere of teaching learning process. In other words, students find it difficult to speak English. As a result, most of them are not fluent in speaking since they usually have problems in grammar and pronunciation. In addition, they are also lack of vocabulary knowledge, thus they

have difficulty in arranging sentences when speaking. Consequently, the students are incapable when speaking in English.

It is not uncommon that there are many students who are shy and afraid to speak English because they do not know how to speak correctly, and they are afraid of being mocked or laughed at by their friends if they make mistakes when they speak English in front of class. Thus, they cannot explore their ability for communicating in the target language both in or outside classroom.

Richards and Renandya (2002: 204) defines that “effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation”. Another opinion, For oral communication requires good speaking skills. To use good communication in English we must often hear English song, read English books and practice to make it easier to understand. Brown (2007: 237), He argues that “social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages”.

From the statement above, in the context of educational level, we can see the importance of teaching Speaking. Since Speaking is such a must in education, a form of communication and a necessary in teaching and learning process, so I try to use an interesting technique to improve students’ speaking skill. The technique is called “Running Dictation”.

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

Creating descriptive text as one of the genres can help students to develop their ability in Speaking, especially in transferring their minds, ideas, or opinions into a Speaking form that will make the students become accustomed to developing sentences into a good paragraph. However, the most difficult problem faced by the students of SMP Muhammadiyah 05 Medan is getting lack of ideas when they try to speak paragraphs. The English teacher of that school states that actually the students' ability to get ideas or opinions and to develop paragraphs is low. It also means that they get difficulty in developing their own ideas into Speaking language. Therefore, if she gives them a Speaking assignment, they just do it in groups and their Speaking results are same one and another. Their grammar and punctuation are also incorrect.



**B. The Identification of the Problems**

1. The students had little confidence to perform in front of class
2. The Students are lack knowledge in speaking a foreign language
3. The students have difficulties in speaking process.

**C. The Scope and Limitation**

The scope of this research is about classroom action research that focuses on teaching speaking and its limitation is mainly conclude on the students' speaking in descriptive text.

**D. The Formulation of The Problems**

The problems of this study were formulated as the following:

1. Is there any significant improvement on the students' speaking achievement through implementing dictation techniques in descriptive text?

**E. The Objectives of the Study**

The objective of the study were :

1. To find out how running dictation tehniqe improves the students' speaking ability of descriptive text.

## **F. Significance of the study**

The significance of this research can be identified as follows :

### **a. Theoretically**

As theoretical, this research provides an interesting way to improve students' speaking Method running dictation in descriptive text which will improve the quality of students' speaking in descriptive text in learning process.

### **b. Practically**

For the students, speaking descriptive text using running dictation technique will hopefully influence their responses toward English lesson especially in speaking descriptive text. For the teachers, it will hopefully give them a better way in teaching speaking descriptive text for there students by using running dictation technique. For the public, by conducting this study, I can practice using running dictation to teach speaking desriptive text. For the readers, it will be good reference for readers who concern about modern technique in teaching speaking, especially descriptive text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

This study was applied to improve students speaking. In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. Theoretical framework of this research will be presented and discussed as following:

#### **1. Speaking Skill**

##### **1.1. Definition of Speaking**

Byrne (1984) defines that “speaking is oral communication. It is a two ways process between speaker and listener and involve productive and receptive skill of understanding”, while Huebner (1969) explains that “speaking is the main skill in communication”. Based on this idea it is understood that through speaking, someone can communicate or express what she or he wants in order to understand one another.

Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the messages and the listener can receive, process, and response the messages.

Rivers (1978:162) argues that “speaking someone can express her or his ideas, emotions and reactions to other person or situation and influences other person”. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone’s ideas, speaker must also attend the aspect of speaking, in order that the message is understandable to the listener.

### **1.2. Principles for Teaching Speaking**

Brown (2001: 271) claims that “in the teaching oral communication, micro skills are very important”. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more than make up to the whole. Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices (pauses, fillers, self-corrections, backtracking) to enhance the clarity of the message.
8. Express a particular meaning in different grammatical forms.
9. Accomplish appropriately communicative functions according to the situation, participants and goals.
10. Use appropriate registers, implicature, pragmatic conventions, and other

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

### **1.3. Characteristics of a Successful Speaking**

According to Ur (as quoted by Raptou: 2001) the “characteristics of a successful speaking activity are:

#### **a. Learners Talk a Lot**

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

#### **b. 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.

#### **c. 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.

**d. Language is of an Acceptable Level.**

Learners express themselves in utterances that are relevant. Easily comprehensible to each other, and of an acceptable level of language accuracy.

**1.4. Types of Speaking Performances**

Brown (2004: 271) explains that “there is several categories of speaking skill area”. Those categories are as follows:

**a. Imitative**

Imitative is very limited portion of classroom speaking time may legitimately be spent generating human speech recorded tape, for example, learners practice an intonation contour or try to point-point of meaningful interaction, but for focusing on some particular element of language form

**b. Intensive**

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

**c. Responsive**

A good deal of student speech in the classroom is responsive, short replies are usually sufficient and do not extend into dialogues.

**d. Transactional (dialogue)**

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

**e. Interpersonal (dialogue)**

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

**f. Extensive (monologue)**

Teacher gives the students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

**1.5. The Component of Speaking Skill**

1. Pronunciation.
2. Grammar.
3. Vocabulary.
4. Fluency.
5. Comprehension.

Vanderkevent (1990) explains that "there are three components in speaking".

**a. The Speakers**

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

**b. The Listeners**

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

**c. The Utterances**

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

Harris (1974) explains that "there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency".

**a) Comprehension**

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

**b) Grammar**

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that "students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness". The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

**c) Vocabulary**

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a



language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

#### **d) Pronunciation**

“Pronunciation” refers to the way in which we make the sound of words. To pronounce word, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips.

#### **e) Fluency**

Oral fluency or speaking fluency is a measurement both of production and reception of speech, as a fluent speaker must be able to understand and respond to others in conversation.

## **2. Teaching Speaking**

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. According Brown (2001: 275-276) He argues that “there are seven principles for designing speaking techniques”.

- a. Provide intrinsically motivating techniques.
- b. Encourage the use of authentic language in meaningful contexts.
- c. Provide appropriate feedback and correction.
- d. Capitalize on the natural link between speaking and listening.

- e. Give students opportunities to initiate oral communication.
- f. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) explains that “there three is stages to complete the teaching of speaking. The first stage is stating objectives”. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students’ attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students’ replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

## **2.1. Teaching Speaking in Junior High School**

The subject of this research is the tenth grade students at SMP Muhammadiyah 05 Medan. Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. Spratt (2005: 53), He argues that the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Harmer (2001: 40) explains that "there five learning notable for a number of special characteristics".

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.
- c. They have expectations about the learning process and may already have their own set patterns of learning.
- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
- e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow

them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in junior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

### **3. Descriptive Text**

Descriptive text is a text which describes something such as persons, places, or thing. The purpose of this text is to describe something looks like. It has two parts of generic structure; they are identification and description. There must be participants and must use present tense, action verbs, and adjection.

#### **3.1. General Concept of Descriptive Text**

Descriptive text is a text which describes particular persons, things, or places in specific way. Therefore, our visualization is needed. To create this text, our imagination must flow on a paper.

Kane (2000:352), defines that “Descriptive text is description about sensory experience-how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person,place, or thing in detail or specific to make the readers be able to visualize the description”. It can

be concluded that descriptive text is used to describe everything which is seen by speaking in detail.

Anderson (2003:26), explains that “descriptive text describes particular person, place, or thing. It mean that descriptive text is designed specially about a person, a place, or thing. They also stated descriptive text to tell about subject by describing its feature without including personal opinions”. It means that description is telling about something or someone particular which bring the reader’s perception change and spread the reader’s knowledge widely

### **3.2. General Structure of Descriptive Text**

When we are creating a descriptive text, there is general structure which makes our speaking is true. Identification and description are the generic asructure of descriptive text.

The general structure of descriptive text is divided into two parts, there are:

1. Identification: it is generic part of paragraph which introduces or identifies the character.
2. Description: it is a part of paragraph which describes the character.

### **3.3. Language Features of Descriptive Text**

1. Descriptive often uses adjectives, numbering, and classifying. For example; is really cool, it has very thick fur, etc.
2. Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn’t exist anymore for example; go,fly,cook,etc.

3. Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel)
4. Descriptive text also uses adverbs to give information about character or adjective than explained; it is extremely high, it runs definitely past, etc.

#### **4. Running Dictation**

Running Dictation is one type of dictation in which the students must be responsible for the part of the story that is obtained or received. This activity must be carried out in groups where the first person has heard the story from the teacher, they immediately switch to the second person and retell the story. This is done until it reaches the last group member. This activity is carried out continuously with fragments of different paragraphs until the story is resolved. After all paragraphs have been dictated, each group rewrites the story. The stories that have been written can then be displayed / posted on the board to be compared with the other groups.

Running Dictation is a multi-skill task involving listening, speaking, reading, and writing. It is easily to prepare and practice.

Below are the of steps of doing running dictation:

1. Students form groups of 5-6 people and each member from each group is numbered.
2. The research calls one number (can start with members number 1 etc. to make it easier), direct students out of the class and dictate 1 short paragraph.

3. Students listen and remember paragraphs read by the teacher and dictate back to all members of the group in sequence
4. Each group member memorizes the contents of the paragraph and the fastest group immediately raises their hand and mentions "bingo".
5. The research appoints one group member to tell the paragraph.
6. The fastest group and can tell paragraphs correctly get points.
7. The research performs the same activities until all the paragraphs are delivered and all group members get their turn.
8. Each group writes each of the paragraphs on origami paper and arranges them in the correct order into a story.
9. Each group displays the results of their work in class

#### **4.1. Running Dictation to Teach Speaking Descriptive Text**

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

Instead of the standard formula of the teacher dictating the text, there are a number of ways of taking the focus off the teacher and onto the students themselves. Using running dictation to teach written descriptive text can avoid boredom for students because the technique help the students to brainstorm, elaborate paragraphs, and finish final draft.

Usually, running a dictation is done in a certain way. Student divided into groups where each group has a speaker and several runners some runners must read a few sentences of text in front of the class.

#### **4.2.The Characteristics of Running Dictation Technique**

Running Dictation is an easy and fun technique that is suitable for all students where there must be a speaker and runner. Therefore, at least this is done together each group partner is not an individual. Runners must dictate speaking and speaking must talk correctly what he heard from runners.

Running dictation is a technique that has been widely applied in the teaching and learning process that is applied by the teacher to students and has proven it to be interesting. This technique can improve students' abilities in the material skills given by teacher or educators.

Therefore running dictation has a lot of benefits, such as :

1. Can improve the students' learning spirit
2. Can improve the students' skill in listening
3. Can improve the students' skill in speaking
4. Can improve the students' skill in communicating
5. Can improve the students' creativity during teaching learning process

#### **4.3.Procedure of Running Dictation Technique**

Procedure that can be done is watching the video that created by the teacher. Teacher can make the video that consist of some pictures of the things that will be described. Then ask student about what they see in that video.



Students participations is needed in this part of learning activity. Teacher should make this part of learning as enjoy as possible.

The next part, the teacher explains to the students about the activities to be carried out. At this stage, the understanding of the students in the learning process is crucial for the success of study. After understanding the learning activities to be carried out, then the class is divided into groups of four students.

After that teacher will divide the class up into groups of 4 or 5, with one student being the designated writer. Teacher also need a 'runner', or, alternatively, the other students in the group can take turns at being the 'runner'.

Teacher will pin up around the classroom walls (or outside in the hallway) as many copies of the chosen text (picture also included for giving the context) as you have group of students. When you tell the students to start, a runner from each table group goes up to their sheet of paper and tries to memorize as much of the text as he or she can, before running back to their table and dictating the text to the speaking.

It is important that the runner dictates and does not write, for the activity to work. Then, when the writer has finished writing that sentence, a runner from the group runs to the text, and reads and remembers the next chunk of text to bring back to the table.

Once all the sections of the text have been dictated, the members of the group confer to check the final version of their text for accuracy of grammar, spelling and punctuation. The winners can be either the first group finished or the most accurate group.

## **B. Previous Relevant Studies**

Several studies have investigated directed speaking activity on students' and reported that teaching this activity is significant for improve speaking skill. This section reviews a number of related studies from some researchs.

1. According Julis Prasetyo (2013). This study was conducted to know how the process of teaching speaking using descriptive text implemented in junior high school, There were some steps done in the process of teaching speaking: by doing observation, using materials, doing activities, and finding the results in using descriptive texts in teaching speaking at SMP Muhammadiyah 05 Medan, this study use qualitative methods in conducting this research. Data is obtained from observations in the learning process, interviewing teachers and providing a list of questions to the students. During the process of learning to speak by using descriptive texts, students have responded well and they really enjoyed each process through the teaching speaking using descriptive text. It concluded that using descriptive texts can be applied in the teaching speaking junior high school. It can be useful to improve the courage and self-confidence in speaking English.
2. According to Purnawati (2017), The aim of the teaching of English as a Foreign Language (EFL), particularly at the Junior High School, is to provide the students with the ability to use the target language for communication. It means that students should be able to perform oral communication in conveying and receiving messages in the language

inreal and natural world. Consequently, EFL teachers should create a classroom atmosphere where students engage in real-life communication, authentic activities, and meaningful tasks that promote oral language production.

### **C. Conceptual Framework**

Speaking is one the skill in the language learning and it is essential in communication. Speaking has a complex process that consists of three parts. In the communicative activities, teacher feedback is needed by students to revise their speaking because mistakes must appear in students; speaking for English is a foreign language for them. It is quite hard for the students to correct their own mistakes for example their pronunciation in their speaking. That is why, teacher oral feedback can be used as guidance for the students to correct their mistakes and make their speaking better.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location**

This research was conducted at SMP Muhammadiyah 05 Medan Jl. Bromo Gg. Aman No 38. Kec Medan Denai, Kota Medan. Kel Tegal Sari Mandala III. This location is chosen based on the observation which has been done for one week and it shows that the students in the school still have difficulty in applying the application of the running dictation techniques to improve the students' speaking in descriptive text.

#### **B. Subject of Research**

The subject of the research was carried out to VIII grade students of SMP Muhammadiyah 05 Medan. The class consists of 34 students. I find that many students face difficulty to write in writing skills and the teacher of the school is expect that students can improvement their ability in speaking skills.

#### **C. Research Design**

This research was conducted by using classroom action research. Classroom action reseach is a method of finding out what works best in your own classroom so that you can improve students' learning in speaking skill.

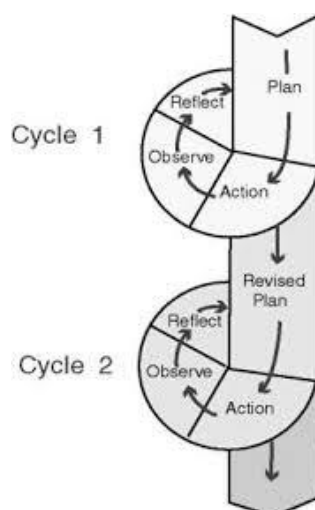
There are four steps to conduct classroom action research namely : (1) Plan, involves thinking process and evaluating to reflect tthe event taht was

happen and attempting to find out ways to overcome problem encounter, (2) Action, at this step, we think and consider what action will be done, how the method has provided, (3) Observation, is activity that consist of gathering data to identify the result action. Collecting data can be considered form several factors : students, teacher, interaction between student and teacher. Observation process can be done by the teacher or assist by other such as others teachers, consultant, headmaster,act, (4) Reflection, is activity the fairness of data for doing some improvement and revisions in another enhance the succesful of teaching.

#### D. Procedure of the Research

This research will be conducted by two cyles. They are planning, action, observation, and reflection.

Class Action Research Model by Kemmis and Mc. Targgart (Arikunto 2013)



**Figure 3 : schema of Action Research Cycles**

## 1. Cycle 1

### a. Planning

The activities in the planning which do by writer and collaborator

are:

1. Making the schedule of the research
2. Preparing material and making a lesson plan
3. Designing the steps doing the action
4. Preparing list of the students' name and scoring
5. Preparing sheets for classroom observation (to know the situation of the teaching-learning process when the method or technique or mode in applied).

### a. Action

1. Introduction/ greeting
2. Check of the present of the students
3. Giving pre-test
4. Teaching the material
5. Team study
6. Giving occasion to the students to ask any problems.
7. Giving post-test.

### a. Observation

Observation sheet will be used to collect data namely , teacher and students activity attitude during teaching learning process. In this section the

researcher do the formal observation. The researcher is an observer for English teacher and the students of the class that consist of 32 students.

**b. Reflection**

Reflection is a feedback process from the action that has been done. Reflection is used to help teacher to make decision. The teacher and researcher analyze all recording information learning process by using a test running dictation video.

**b. Cycle 2**

The researcher will do cycle 2, if the result in cycle 1 is still need improvement. In cycle 2 also has four stages; they are planning, action, observation, and reflection. Every weakness in cycle 1 is revised in cycle 2.

**E. Instrument of the Research**

The instrument of this research was collected by giving oral test where record by researcher to know their fluency,pronounce, comprehension, vocabulary, and structure. The contain of the test about describing people including physical appearance and performance that describing of the people. Each group was given three component, they were pre test, treatment, and post test. While, the source of this test was from English in Focus Grade VIII Junior High School. According Brown (2001:406-407) in scoring students' achievement, there are five indicators to evaluate speaking achievement namely pronunciation, grammar, vocabulary, fluency, and comprehension. It can be seen in the table 3.1.

**Table 3.1****The Indicators to Evaluate Speaking Skill****1. Pronunciation (20)**

<b>Level</b>	<b>Explanation</b>
25	equivalent to and fully accepted by educated native speaker
20	errors in pronunciation are quite rare
15	errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
10	accent is intelligible though often quite faulty.
5	errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

**2. Grammar (20)**

<b>Level</b>	<b>Explanation</b>
25	equivalent to that of an educated native speaker.
20	able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.
15	control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
10	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
5	errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

**3. Vocabulary (20)**

<b>Level</b>	<b>Explanation</b>
25	speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent



	cultural references.
20	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
15	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.
10	has speaking vocabulary sufficient to express himself simply with some circumlocutions.
5	speaking vocabulary inadequate to express anything but the most elementary needs.

#### 4. Fluency (20)

Level	Explanation
25	has complete fluency in the language such that his speech is fully accepted by educated native speakers.
20	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.
15	can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
10	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.
5	(no specific fluency description. Refer to other four language areas for implied level of fluency.)

#### 5. Comprehension (20)

Level	Explanation
25	Equivalent to that of an educated native speaker
20	can understand any conversation within the range of his experience.
15	comprehension is quite complete at a normal rate of speech.

10	can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)
5	within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

## F. Technique of Analyzing Data

The researcher would like to analyze the data by the action research To analyzing data, there are two ways to analyze the data, they are:

### 1. Descriptive technique

A descriptive technique is used to know the student's behavior during the teaching and learning process. The writer will describe all ctivity that happened in the classroom. In the descriptive technique, the researcher analyzes the observation sheet which has been made by the collaborator.

### 2. Statistical technique

A statistical technique is used to calculate the result of the test, In scoring the test, the student's score is counted with the following formula:

#### a. Mean

$$M = \frac{\sum x}{n}$$

Where,

M : Mean of students' score

$\sum X$ : The sum score of students' writing test

N : The total number of students

b. Standar total number of students  $SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$

Where,

SD : Deviation Standard

D : Difference between pre-test post-test

N : Total number of students

c. Test

To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD. The formula is :

$$t_0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)}$$

Where,

$t_0$  : T-test for the differences of pre-test and pos-test

SD : Deviation Standard for one sample t-test

D : Different between pre-test and post-test

N : Number of observation in sample.

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

The data was derived from the result of sample's speaking test. The data was divided into two cycle namely cycle 1 and cycle 2 was given speaking test on the pre-test and post-test by using running dictation technique. And the scored was obtained. For the data in the cycle 1 was showed that the lowest scored of pre-test was 55.88% and the highest scored was 63.5%, and for the post-test was 68.82% and the highest was 92.35%. the data showed that in cycle 2 the lowest scored of pre-test was 50% and the highest scored was 67.64% and for the post-test was 38.23% and the highest was 20.58%.

- Score of Pre test and post test cycle 1

**Table 4.1**

No	Student's Initial	Pre Test	Post Test
1	ANR	50	60
2	AF	60	80
3	AR	50	70
4	AMD	50	60
5	AS	50	50
6	CH	60	70

7	DA	40	60
8	FA	50	70
9	FDS	40	50
10	FS	70	90
11	IKHI	70	80
12	KHM	70	90
13	M.D	50	50
14	M.R	60	70
15	NNS	70	80
16	NBS	60	70
17	NS	60	70
18	NR	70	80
19	NUR	60	70
20	ND	40	60
21	RMD	40	50
22	RH	50	60
23	REH	60	70
24	RA	50	70
25	RA	60	70
26	SLB	60	80
27	SAL	50	60
28	SW	50	60

29	SYD	60	80
30	VR	50	70
31	WHY	60	70
32	ZF	60	70
33	EG	60	80
34	DED	60	70
<b>TOTAL</b>		1900	2160

- Score of pre and post test cycle 1

- **Table 4.2**

No	Student's Initial	Pre Test	Post Test
1	ANR	60	70
2	AF	70	80
3	AR	60	70
4	AM	70	80
5	AS	70	80
6	CH	70	80
7	DA	60	70
8	FA	60	70
9	FDS	70	80
10	FS	80	90

11	IKHI	70	80
12	KHAM	70	80
13	M. D	60	70
14	M. R	70	80
15	NNS	70	80
16	NSH	70	80
17	NS	70	90
18	NR	70	80
19	NR	70	90
20	ND	70	80
21	RAM	70	80
22	RAH	70	80
23	REH	70	80
24	RA	70	80
25	ROA	70	80
26	SAL	70	90
27	SALW	70	80
28	SW	70	90
29	SYAH	70	80
30	VR	70	80
31	WR	70	80
32	ZF	70	80

33	EG	70	80
34	DED	70	80
<b>TOTAL</b>		2340	3140

### B. Data Analysis

Based the data analysis from the test, the score was analyzed in order that differences of pre-test of cycle.

**Table 4.3**

#### The result of oral test

No	Student's Initial	Pre Test	Post Test	Post-Pre	D <sup>2</sup>
		1 (X)	1(Y)	(D)	
1	ANR	50	60	10	100
2	AF	60	80	20	400
3	AR	50	70	20	400
4	AMD	50	60	10	100
5	AS	50	50	0	0
6	CH	60	70	10	100
7	DA	40	60	20	400
8	FA	50	70	20	400
9	FDS	40	50	10	100
10	FS	70	90	20	400



11	IKHI	70	80	10	100
12	KHM	70	90	20	400
13	M.D	50	50	0	0
14	M.R	60	70	10	100
15	NNS	70	80	10	100
16	NBS	60	70	10	100
17	NS	60	70	10	100
18	NR	70	80	10	100
19	NUR	60	70	10	100
20	ND	40	60	20	400
21	RMD	40	50	10	100
22	RH	50	60	10	100
23	REH	60	70	10	100
24	RA	50	70	20	400
25	RA	60	70	10	100
26	SLB	60	80	20	400
27	SAL	50	60	10	100
28	SW	50	60	10	100
29	SYD	60	80	20	400
30	VR	50	70	20	400
31	WHY	60	70	10	100
32	ZF	60	70	10	100

33	EG	60	80	20	400
34	DED	60	70	10	100
<b>TOTAL</b>		1900	2160	440	6800

a) Mean of pre test

$$\begin{aligned}
 M_x &= \frac{\sum X}{N} \\
 &= \frac{1900}{34} \\
 &= 55,88
 \end{aligned}$$

b) Mean of Post test 1

$$\begin{aligned}
 M_y &= \frac{\sum X}{N} \\
 &= \frac{2160}{34} \\
 &= 63,52
 \end{aligned}$$

c) SD Pre test and Post test 1

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\
 SD &= \sqrt{\frac{6800^2}{34} - \frac{440^2}{34}} \\
 SD &= \sqrt{\frac{6800}{34} - \frac{193.600}{31.156}}
 \end{aligned}$$

$$SD = 200 - 167.47$$

$$= 32.53$$

d) T-Test calculating

$$T = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)}$$

$$= \frac{\left(\frac{440}{34}\right)}{\left(\frac{32,53}{\sqrt{34-1}}\right)}$$

$$= \frac{12.94}{5.74}$$

$$= 2.25$$

- T calculating is 2.25
- T. Table < t- calculating = 2,045 < 2.25

**Table 4.4**

**The result of oral test**

No	Students Initial	Score of oral test
1	ANR	75
2	AF	70
3	AR	80
4	AMD	75
5	AS	85
6	CH	85

7	DHA	80
8	FA	75
9	FDS	80
10	FA	65
11	IKHI	75
12	KM	80
13	M.D	75
14	M.R	80
15	NAN	80
16	SH	85
17	NS	85
18	NR	80
19	NRI	80
20	ND	75
21	RAM	75
22	RAH	80
23	RE	70
24	RA	75
25	ROA	80
26	SAL	80
27	SL	80
28	SW	75

29	SYAD	75
30	VR	80
31	WP	75
32	ZF	80
33	EG	80
34	DED	60

Percentage score :

$$P = \frac{F}{N} \times 100\%$$

Exlpanation :

P : Percentage

F : Ferequency

N : Number of Group

$$\begin{aligned} < 70 &= \frac{F}{N} \times 100\% \\ &= \frac{13}{34} \times 100\% \\ &= 38,23 \% \end{aligned}$$

$$\begin{aligned} \geq 70 &= \frac{F}{N} \times 100\% \\ &= \frac{17}{34} \times 100\% \\ &= 50 \% \end{aligned}$$

## C. Cycle 1

### 1. Planning

The activities are prepared:

- a. Preparing the materials, making lesson plan, and designing the steps in doing the action.
- b. Preparing list of students: name and scoring.
- c. Preparing teaching-purpose.
- d. Preparing sheets for classroom observation (to know the situation of teaching learning process when the method applied)
- e. Preparing a test (to know whether students' speaking will improve or not)

### 2. The implementation of the action

On Monday morning, agustus, 19th 2019 at 09.30 a.m, the teacher (researcher) and the observer entered the English class. In this meeting, the teacher was doing teaching-learning process, Teacher activity : (1) The teacher open the class by greeting the students, (2) The teacher ask what topic they will learn, that running dictation speaking in descriptive text, (3) The teacher explains the running dictation strategy and how to play games running dictation, (4) The teacher ask the students' opinions about descriptive text, (5) The teacher explain what is descriptive text, (6) The teacher give the question basedon the picture to

students (7) The teacher and the students make the conclusion based on the material (8) The teacher end the class by closing.

Students' activity: (1) The students answer greeting from their teacher as response to the teacher, (2) The students answer what topic they will learn, (3) The student listen to steps strategy in games running dictation from teacher, (4) The students give their opinion about descriptive text, (5) The students listen to the teacher in explaining descriptive text, (6) The students answer the question based on the picture that give by the teacher, (7) The student and teacher make the conclusion based on the material. The students answer the closing from their teacher as response to the teacher.

### **3. Observation**

In this first cycle, the researcher observed the teaching learning process by monitoring the student's activity and attention during the action we can see that most of the students were enthusiastic in the teaching learning process. Teaching learning process using game running dictation and were very happy because it was their first time learning to use the running dictation. it's just that they are constrained because they use English and they are very few masters of grammar.

### **4. Reflection**

In the first cycle the mean of post test higher than pre test. The mean of post test is 63,5 and the mean of pre test is 55,88 There are 50 % students who pass in oral test and 38,23% students who not pass in oral test. The T-calculation

is bigger than T-Table which means that there is considerable influence in cycle I.

The T-calculation shows that the T- table is 2,045 while the T-calculation is 2, 25

- Score of pre and post test cycle 2

**Table 4.5**

No	Student's Initial	Pre Test	Post Test	Post-Pre	D <sup>2</sup>
		1 (X)	1(Y)	(D)	
1	ANR	60	70	10	100
2	AF	70	80	10	100
3	AR	60	70	10	100
4	AM	70	80	10	100
5	AS	70	80	10	100
6	CH	70	80	10	100
7	DA	60	70	10	100
8	FA	60	70	10	100
9	FDS	70	80	10	100
10	FS	80	90	10	100
11	IKHI	70	80	10	100
12	KHAM	70	80	10	100
13	M. D	60	70	10	100
14	M. R	70	80	10	100



15	NNS	70	80	10	100
16	NSH	70	80	10	100
17	NS	70	90	20	400
18	NR	70	80	10	100
19	NR	70	90	10	400
20	ND	70	80	10	100
21	RAM	70	80	10	100
22	RAH	70	80	10	100
23	REH	70	80	10	100
24	RA	70	80	10	100
25	ROA	70	80	10	100
26	SAL	70	90	20	400
27	SALW	70	80	10	100
28	SW	70	90	20	400
29	SYAH	70	80	10	100
30	VR	70	80	10	100
31	WR	70	80	10	100
32	ZF	70	80	10	100
33	EG	70	80	10	100
34	DED	70	80	10	100
<b>TOTAL</b>		2340	3140	360	4000

a. Mean of pre test

$$\begin{aligned} M_x &= \frac{\sum X}{N} \\ &= \frac{2340}{34} \\ &= 68,82 \end{aligned}$$

b. Mean of Post test 1

$$\begin{aligned} M_y &= \frac{\sum X}{N} \\ &= \frac{3140}{34} \\ &= 92,35 \end{aligned}$$

c. SD Pre test and Post test 1

$$\begin{aligned} SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\ SD &= \sqrt{\frac{4000^2}{34} - \frac{360^2}{34}} \\ SD &= \sqrt{\frac{4000}{34} - \frac{129.600}{31.156}} \end{aligned}$$

$$SD = 117,64 - 112,11$$

$$= 5,53$$

d. T-Test calculating

$$T = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)}$$

$$= \frac{\left(\frac{360}{34}\right)}{\left(\frac{5,53}{\sqrt{34-1}}\right)}$$

$$= \frac{10,58}{5,74}$$

$$= 1,84$$

- T calculating is 1.84
- T. Table < t- calculating = 2,045 < 1.84
- Score of pre and post test cycle 2

**Table 4.6**

No	Students Initial	Score of oral test
1	ANR	85
2	AF	80
3	AR	85
4	AMD	85
5	ANS	85
6	CH	65

7	DA	80
8	FA	85
9	FDS	80
10	FS	90
11	IKHI	65
12	KHAM	80
13	M. D	70
14	sM. R	70
15	NNR	65
16	NSH	85
17	NS	85
18	NR	80
19	NUR	80
20	ND	85
21	RAM	85
22	RAH	80
23	REH	65
24	RA	70
25	RAS	70
26	SAL	70
27	SALW	80
28	SW	85

29	SYAH	85
30	VR	80
31	WP	85
32	ZF	70
33	EG	70
34	DED	80

Percentage score :

$$P = \frac{F}{N} \times 100\%$$

Exlpanation :

P : Percentage

F : Ferequency

N : Number of Group

$$< 70 = \frac{F}{N} \times 100\%$$

$$= \frac{7}{34} \times 100\%$$

$$= 20,58 \%$$

$$\geq 70 = \frac{F}{N} \times 100\%$$

$$= \frac{23}{34} \times 100\%$$

= 67,64%

## **D. Cycle 2**

### **1. Planning**

- a. The researcher gave motivation to the students to be more active in learning.
- b. The researcher gave reward to the students.
- c. The researcher tried to explain more detail about running dictation strategy so that the students were easier to understand the material.

### **2. The implementation of the action**

On Thursday afternoon, September, 22<sup>th</sup> 2019 at 11.45 a.m. the researcher entered the classroom. When he was entering, the students had been in the classroom. Researcher began the lesson. He said salaam and led to pray by reciting Basmallah together. After that he greeted the students and also the students too. Students also learn as usual, and apply new material, after completion of research studies say greetings and leave the classroo.

### **3. Observation**

In the cycle 2, in beginning all students had attention when the researcher asked to them to give information according to material. The students were very enthusiastic when played running dictatio, the students enjoyed it very much and all the groups were easily organized and played very well in front of the class. The situation is more communicative the cycle 1.

#### 4. Reflection

In the second cycle the mean of post test also higher than pre test. The mean of post test is 92,35 and the mean of pre test is 68,82. There are 67,64% students who pass in oral test and 20,58% students who not pass in oral test. The T-calculation is bigger than T-table which means that there is considerable influence in cycle 1. The result of the tcalculation is bigger that t-table that is 1,84 from t-table 2,045. It means that there is significant different between pre test and post test.

#### E. Discussion

From the result of analysis in cycle 1 and cycle 2 the writer analyzed the students' improvement from cycle 1 to cycle 2. The improvement as follows:

**Table 4.7**

**The mean of students' score**

No	Analyze	Cycle 1	Cycle 2
1	Mean ✓ Pre-test ✓ Post-test	55,88 63,5	68,82 92,35
2	T-Table N= 33	2,045	2,045
3	T-Calculating	2,25	1,84

From the chart above, we know that in first cycle the mean of post test 68,82 is higher than mean of pre-test 55,88. In cycle II mean of Post-test 92,35 also higher than pre-test 63,5. The table above shows that t-calculation in cycle I and cycle II are greater than t-table. It means that there is significant between mean of pre-test and post-test. The table shows, that T-calculation of cycle I is 2,25 and in cycle II is 1,84.

**Table 4.8**

**The Percentages' of Oral Test**

<b>Category</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
< 70	38,23%	20,58%
≥ 70	50%	67,64

The table shows the improvement of students speaking from the cycle I and cycle II. There was decent rapidly on students' category who can't pass the standardized score (< 70) from cycle I and cycle II, that is from 70% to 50%. While, there was increasing on the students' category that can pass the standardized score from cycle I to cycle II that is from 30% up to 38,23%. This case shows that the using running dictation game can help students improve the speaking ability.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter briefly discusses the conclusions and suggestions about the result of the study which has been reported in the previous chapter.

#### **A. Conclusions**

Based on the data analysis in the previous chapter, the conclusion of the study can be drawn as follows:

1. According to the teaching learning process, the accomplishment of using Running Dictation students can improve their speaking English actively though they still produce ungrammatical utterances. The increasing percentages students who pass in oral test cycle I and cycle II are: 50 % up to 67,64 %. The decreasing percentages students who not pass oral test are: 38,23 % to 20,58 %. At the first cycle the mean of post test 68,82 is higher than pre-test 55,88. The T-calculation shows that T-table is 2,045, while T-calculation is 2,25. In the second cycle , the mean of post test 92,35 also higher than pretest 63,5. The result of the T-calculation is bigger than t-table that is 1,84 from t-table 2,045.
2. The improvement of students' speaking through Running Dictation is significant. It can be seen from cycle I and cycle II. The oral test shows that there is decreasing on the students who did not pass in oral test. The rate of decreasing between cycle I and cycle II are 38,23% to 20,58%.

While the improvement students ability who passed the oral test is 50% up to 67,64%.

## **B. Suggestions**

Referring to the analysis and the conclusion above, some suggestions offered are as follows:

1. The English teachers should be well prepared and have a good time management to get better result in using running dictation technique to teach speaking.
2. The English teachers should pay their attentions to the whole class to make sure that all students understand the materials well.
3. Review is an important session that should be conducted by the English teachers by the end of the teaching and learning activities in order to see the students' understanding of the given materials.

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## **APPENDIX 1**

### **LESSON PLAN**

**School** : SMP Muhammadiyah 05 Medan

**Subject** : Descriptive Text

**Class/Semester** : VIII / I

**Skill** : Speaking

**Time Allotment** : 2 x 45 minutes

#### **A. Core Competence :**

3. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, in the appropriate field of his talent to solve the problem.
4. Processing, reasoning, and serving in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles.

#### **B. Basic Competencies**

2.1 Understanding conversation in daily activity in formal or informal situation.

### C. Indikator :

Indicators of Competence Achievement	Cultural Values and National Character
Can speak well according to the context and can respond well	Religious, honest, tolerance, discipline, hard work, independent, democratic, curiosity, very nationality, love for the country, respect for achievement, friendship, peace of mind, love to read, care for the environment, social care, responsibility, independence.

### D. Learning Objective

1. Given an example of descriptive text, students can recognize the parts/components in the descriptive text.
2. Students can make examples of descriptive text based on the text provided.
3. In describing an object, people or place, students can use simple present sentences.

### E. Learning Material

Describing some place like beach, river, house, mall, garden and etc.



## **F. Learning Method**

1. Elicitation Technique
2. Discussion
3. Assignment

## **G. Steps of Teaching**

### **1. Preliminaris Activities**

- a. Students pray based on their beliefs
- b. Ask the students about today
- c. Asking questions the related previous knowladge to the material to the studeid

### **2. Core Activities**

- a. Notify students about Elicitation Technique
- b. Showing graphic media that has been prepared
- c. Give examples of how to describe the media
- d. Then students are given the opportunity to ask questions if they find difficulties
- e. After that, students will move forward to carry out the test based on the media.

### **3. Closing Activities**

- a. Give the conclusion together
- b. Give them the marks
- c. Gime them lesson plan for the next meeting

## **H. Learning Resources**

1. Picture
2. Dictionary

**I. Assessment :**

**A. Indicator, Technique, Form, Example.**

No	Indicator	Technique	Form	Example
1	Describing graphic media with good and right speech.	Performance Assessment	Describing the graphic media	Seeing and make a sentences based on graphic media and then conveying in front of the class.

**B. Assesment Intstrument**

Describing some place and conveying in front of the class.



**C. Scoring the Test**

No	Aspect of Scoring	Percentage	Low	Average	Excellent
1	Content	15%			
2	Vocabulary	20%			
3	Comprehension	20%			
4	Fluency	20%			
5	Pronunciation	25%			
	<b>Total Score</b>				



- a. Grammar : Max Score 15%
- 15 – 13 : Excellent to very good
  - 12 – 10 : Good to average
  - 9 – 7 : Fair to poor
  - 6 – 4 : Very poor
- b. Vocabulary : Max Score 20%
- 20 – 18 : Excellent to very good
  - 17 – 14 : Good to average
  - 13 – 10 : Fair to poor
  - 9 – 7 : Very poor
- c. Comprehension : Max Score 20%
- 20 – 18 : Excellent to very good
  - 17 – 14 : Good to average
  - 13 – 10 : Fair to poor
  - 9 – 7 : Very poor
- d. Fluency : Max Score 20%
- 20 – 18 : Excellent to very good
  - 17 – 14 : Good to average
  - 13 – 10 : Fair to poor
  - 9 – 7 : Very poor
- e. Pronunciation : Max Score 25%
- 25 – 22 : Excellent to very good
  - 21 – 19 : Good to average
  - 17 – 11 : Fair to poor
  - 10 – 5 : Very poor

Medan, Agustus 2019

English Teacher

Researcher

**Zarina Elfida S.Pd**

**Anita Wahyuni Nst**

NPM : 1502050117

Known by

Headmaster of SMP Muhammadiyah 05 Medan

**Drs. Luqman**

NKTM. 661757

## **APPENDIX II**

### **LESSON PLAN**

<b>School</b>	: SMP Muhammadiyah 05 Medan
<b>Subject</b>	: English
<b>Class/Semester</b>	: VIII /1
<b>Skill</b>	: Speaking
<b>Time Allotment</b>	: 2 x 45 minutes

#### **A. Core Competence :**

5. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, in the appropriate field of his talent to solve the problem.
6. Processing, reasoning, and serving in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles.

#### **B. Basic Competencies**

- 2.1 Understanding conversation in daily activity in formal or informal situation.

### C. Indikator :

Indicators of Competence Achievement	Cultural Values and National Character
ssCan speak well according to the context and can respond well	Religious, honest, tolerance, discipline, hard work, independent, democratic, curiosity, very nationality, love for the country, respect for achievement, friendship, peace of mind, love to read, care for the environment, social care, responsibility, independence.

### D. Learning Objective

4. Given an example of descriptive text, students can recognize the parts/components in the descriptive text.
5. Students can make examples of descriptive text based on the text provided.
6. In describing an object, people or place, students can use simple present sentences.

### E. Learning Material

Describing some place like beach, river, mall, garden and etc.

### F. Learning Methods

1. Lecturing Method
2. Discussion
3. Assignment

## **G. Steps of Teaching**

### **1. Preliminaris Activities**

- a. Students pray based on their beliefs
- b. Ask the students about today
- c. Asking questions the related previous knowladge to the material to the studeid

### **2. Core Activities**

- a. Notify students about Elicitation Technique
- b. Give examples of how to describe some place
- c. Then students are given the oppportunity to ask questions if they find difficulties
- d. After that, students will move forward to carry out the test based on they imagination

### **3. Closing Activities**

- a. Give the conclusion together
- b. Give them the marks
- c. Gime them lesson plan for the next meeting

## **H. Learning Resources**

1. Picture
2. Dictionary

## **I. Assessment :**

### **A. Indicator, Technique, Form, Example.**

No	Indicator	Technique	Form	Example
1	Describing graphic media with good and right speech.	Performance Assessment	Describing the graphic media	Seeing and make a sentences based on graphic media and then conveying in front of the class.

## B. Assesement Intstrument

Describing some place and conveying in front of the class.

## C. Scoring the Test

No	Aspect of Scoring	Percentage	Low	Average	Excellent
1	Content	15%			
2	Vocabulary	20%			
3	Comprehension	20%			
4	Fluency	20%			
5	Pronunciation	25%			
	<b>Total Score</b>				

- a. Grammar : Max Score 15%
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  - 12 – 10 : Good to average
  - 9 – 7 : Fair to poor
  - 6 – 4 : Very poor

- b. Vocabulary : Max Score 20%
- 20 – 18 : Excellent to very good
  - 17 – 14 : Good to average
  - 13 – 10 : Fair to poor
  - 9 – 7 : Very poor

- c. Comprehension : Max Score 20%
- 20 – 18 : Excellent to very good
  - 17 – 14 : Good to average
  - 13 – 10 : Fair to poor
  - 9 – 7 : Very poor

- d. Fluency : Max Score 20%
- 20 – 18 : Excellent to very good
  - 17 – 14 : Good to average
  - 13 – 10 : Fair to poor
  - 9 – 7 : Very poor

e. Pronunciation : Max Score 25%  
25 – 22 : Excellent to very good  
21 – 19 : Good to average  
17 – 11 : Fair to poor  
10 – 5 : Very poor

Medan, Agustus 2019

English Teacher

Researcher

**Zarina Elfida S.Pd**

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Known by  
Headmaster of SMP Muhammadiyah 05 Medan

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Form : K - I

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Anita Wahyuni Nasution  
NPM : 1502040117  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 157 SKS

IPK = 3,31

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan
	The Application of the Running Dictation Techniques to Improve the Students' Speaking in Descriptive Text (An Action Research of the Eighth SMP Muhammadiyah Medan)
	An Analysis Calconflict Psychology Gillian Forrester di Novel Danielle Steel "Going Home"
	An Analysis of the Main Characters Hatred Depicted in Sandra Brown's Novel Where There's Smoke



Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih

Medan, 05 Maret 2019  
Hormat Pemohon,

Anita Wahyuni Nasution

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- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan





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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Anita Wahyuni Nasution  
NPM : 1502040117  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Application of the Running Dictation Techniques to Improve the Students' Speaking in Descriptive Text (An Action Research of the Eighth SMP Muhammadiyah 05 Medan)	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

Drs. Ali Amran, M.Hum

Medan, 05 Maret 2019  
Hormat Pemohon,

Anita Wahyuni Nasution





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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Anita Wahyuni Nasution  
NPM : 1502050117  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Application of the Running Dictation Techniques to Improve the Students' Speaking in Descriptive Text (An Action Research of the Eighth SMP Muhammadiyah 05 Medan)

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Drs. Ali Amran, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 13 Maret 2019  
Hormat Pemohon,

Anita Wahyuni Nasution

Keterangan

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- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



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Nomor : 989 /IL.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Anita Wahyuni Nasution  
N P M : 1502050117  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Application of The Running Dictation Techniques to Improve the Students' Speaking in Descriptive Text (An Action Research of the Eighth SMP Muhammadiyah 05 Medan).

Pembimbing : Drs. Ali Amran, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmarullahi Wabarakatuh.



Dr. H. Elyanto Nst, S.Pd, M.Pd. A  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



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**BERITA ACARA SEMINAR PROPOSAL**

Pada hari <sup>Senin</sup> Tanggal <sup>14</sup> Bulan Mei 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Anita Wahyuni Nasution  
N.P.M : 1502050117  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Application of the Running Dictation Techniques to Improve the Students' Speaking in Descriptive Text (An Action Research of the Eighth SMP Muhammadiyah 05 Medan)

No.	Argument/Komentar/Saran
Judul	Revised the Title.
Bab I	—
Bab II	include sub topic -
Bab III	Relevance with previous ones.
Lainnya	Explanant or Action R.
Kesimpulan	[ ] Ditetujui [ ] Ditolak [ <input checked="" type="checkbox"/> ] Ditetujui Dengan Adanya Perbaikan

Dosen Pembahas

Mandra Saragih

Dosen Pembimbing

Drs. Ali Amran, M.Hum

Panitia Pelaksana

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum



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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENCEKSAAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Anita Wahyuni Nasution  
NPM : 1502050117  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Application of The Running Dictation to Improve The Students' Speaking in Deskriptive Text (An Action Research of The Eighth SMP Muhammadiyah 05 Medan)

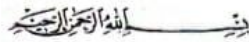
sudah layak diseminarkan.

Medan, Mei 2019  
Dosen Pembimbing,

**Drs. Ali Amran, M.Hum**



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**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Anita Wahyuni Nasution  
N.P.M : 1502050117  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Application of the Running Dictation Techniques to Improve the  
Students' Speaking in Descriptive Text

benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 18, Bulan Mei,  
Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juni 2019

Ketua,

**Mandra Saragih, S.Pd, M.Hum**

## SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Anita Wahyuni Nasution  
N.P.M : 1502050117  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Application of the Running Dictation Techniques to Improve the Students' Speaking in Descriptive Text

Dengan ini saya menyatakan bahwa:

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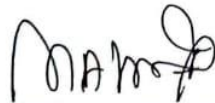
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Anita Wahyuni Nasution

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum





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Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Application of the Running Dictation Techniques to Improve the Students' Speaking in Descriptive Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
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Yang bertanda tangan di bawah ini :

Nama : Drs. LUQMAN  
NIP : -  
Pangkat / Gol. Ruang : -  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Muhammadiyah 5 Medan

Menerangkan bahwa :

Nama : ANITA WAHYUNI Nst  
NPM : 1502050117  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Application of the Running Dictation Techniques to Improve  
The Students' Speaking in Descriptive Text.**

Benar Nama Tersebut Diatas Telah Melaksanakan Riset Dari Tanggal 15 Agustus s/d 22 Agustus 2019 di SMP Muhammadiyah 05 Medan.

Demikian Surat Keterangan ini diberikan Guna Melengkapi Data – Data Dalam Penyusunan Skripsi Untuk Mencapai Gelar S-1



Medan, 22 Agustus 2019  
Kepala SMP Muhammadiyah 05 Medan



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**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Anita Wahyuni Nasution  
N.P.M : 1502050117  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Application of the Running Dictation Techniques to Improve the Students' Speaking in Descriptive Text

Pada hari Sabtu tanggal 18 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juni 2019

Disetujui oleh:

Dosen Pembahas

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Drs. Ali Amran, M.Hum.

Diketahui oleh  
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

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## **CURRICULUM VITAE**

Name : ANITA WAHYUNI NASUTION  
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Religion : Islam  
Marital Status : Single  
Hobby : Travelling  
Father's Name : Makmur Nasution  
Mother's Name : Roslaini Lubis  
Address : Salambue Kec. Batang Lubu Sutam Kab. Padan Lawas  
Phone Number : 082384923887

### **EDUCATION**

- Elementary School at SDN 101960 Papaso 1 Graduated 2009
- Junior High School at MTS Al-kahfi Bangun Purba Graduated 2012
- Senior High School at MAN Pasir Pengaraian Graduated 2015
- Students from University of Muhammadiyah Sumatera Utara Until Sarjana Degree of English Department 2019

Medan, September 2019

**Anita Wahyuni Nst**  
**1502050117**