

STUDENTS' RESPONSES TOWARD TEACHING WRITING DESCRIPTIVE TEXT BY RUNNING DICTATION

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Abstract

Writing is one of the most important skills in learning or mastering English, and also one of the problems that are often faced by teachers and students. Because some students still have limited motivations to learn and increase their writing skill. One method to solved that problem is running dictation. The research was conducted to the eight grade of Pasundan 1 Cimahi. The Purpose of this research was to identify students' responses in writing descriptive text by using running dictation. This research used descriptive qualitative research. The result showed that student's responses have good responses. As a result, this technique could be an alternative technique for teaching writing descriptive text.

Keywords: Descriptive Text; Writing; Running Dictation

INTRODUCTION

One of the language skills is writing. In teaching English, writing is one of the most important components to be learned in school life and in the community. because writing is one way to convey messages or information to people, whether in the form of short messages, letters, emails, etc. Writing is a bridge or liaison in practicing a language to give a message or a way to communicate with the writer's ideas and thoughts. According to Malay (1988; 5) cited in (K & Francis, 2020) opined that "Writing requires a number of things; a high degree of organization in the development of ideas and information, a high degree of accuracy so that there is no ambiguity of meaning, the use of complex grammatical devices for focus and emphasis, a careful choice of vocabulary, grammatical patterns, sentence structures to create a style which is appropriate to the subject matter and the target readers so these elements". Firdaus & Sunaryo (2013) cited in (Utami & Apsari, 2020) stated that writing is a type of communication or social interaction that can connect to others as readers who receive their messages. In other words, students have to through a structured writing process, so that the meaning or message conveyed can be accepted or understood by the reader.

Brown (2014) as cited in (Febriyantika & Parmawati, 2021) stated that writing is a process to create some ideas of students' knowledge to be a written. Besides at this stage, to having make texts that match the sentence structure in writing their ideas, students also have to master vocabulary, paragraph organization, language structure, word choice and comprehend structure of the text. Based on the explanation above, the writer assumes that writing is one of the most important skills to be master to develop students' ideas. Rizqiya (2017) as cited in (Ismayanti & Kholiq, 2020) who stated that writing is not easy because the students should use correct dictions, grammar and spelling words especially in written text, It also a mental work involving the discovery of ideas, how to express and organize them into a clear statement that can be

understood by the reader. Writing is one of the problems that are often faced by students. This statement is reinforced by Blanchard and Root (1998: 1) as cited in (Dwifadjrin & Pamungkas, 2020) stated that learning to write in a new language is not always easy. Most English learners seem to agree that writing is the most difficult skill to master (Hersyaf et al: 2009) cited in (Adi Pratama & Hartono, 2020).

From the observation of researcher, one of the issues that found about students' writing ability is that the students felt lazy and less motivated to learn writing. To solve the above problems, the researcher applied running dictation to find out the student's response in writing descriptive text.

Descriptive text can be defined as a text that gives the reader certain information or ideas about something, a place, a person in a visually, audibly, etc. This idea supported by McLean (2012) cited in (Sari *et al.*, 2020) explained that description essays typically describe a person, a place, or an object using sensory details. Another statement stated by Suminar and Putri (2018) cited in (Purnamasari et al., 2021) reveal that text descriptive is the text describing the person, animals, thing, and place with a clear explanation to give readers a piece of information and understanding about the object described. Writers use descriptive text in writing to make their audience completely immersed in the words of a page text. It can be concluded that by writing descriptive text, when reading readers can feel deeply and can describe without seeing an object or place about what they read. In describing something, the writer is required to have the ability or mastery in using their writing skills to be able to describe something to the reader in the text. This is very necessary because one of the purposes of descriptive writing is to provide a clear describe to the reader. Generic Structure of Descriptive Text according to Siahaan and Sinoda (2008: 89) cited in (Adi Pratama & Hartono, 2020) the generic structure of descriptive text include;

- a) Identification : identifies phenomenon to be described
- b) Description : to describe a particular person, place, or thing

Running Dictation is an activity that encourages group/pairs in problem solving and memorization strategies. This strategy requires students to use the eyes to read the text, the mouth to convey the message in the text, the ears to hear and write the text onto a piece of paper and the body to move. Running dictation trained to understand sentences, remember their structure, communicate them, and write the sentences. Running dictation is called wall dictation since a short printed text is usually posted on the wall. Hess (2001) cited in (Gustiani & Yulia, 2020) described that running dictation is the technique where the students works in group to dictate the sentence, there is the runner and the writer in each group. Running dictation makes learning English more fun and interesting. This strategy improves students' ability to study in groups rather than individually. Case (2013) cited in in (Jaya & Pitaloka, 2020) explained that running dictation offers enjoyable and interactive ways of learning in listening, speaking, reading, and writing skill. Based on this explanation, the authors conclude that running dictation is a fun activity in the learning process in the classroom where students work in pairs or in groups, they must run to the intended text, then read and memorize short texts and sentences to other group members who will write the text. Based on this background, this research purposes to analyze student's response in teaching writing descriptive text by running dictation to grade VIII Junior High School in Cimahi.

METHOD

In this research, the researcher used qualitative approach. This research aims to collected data from real condition of the class and is used to describe phenomena to social behaviour and activities of writing descriptive text by running dictation to grade VIII Junior High School in Cimahi. Total number of the respondents in the class was 27 students. The researcher used descriptive qualitative. After learning using running dictation technique in teaching writing descriptive text, the researcher guided the students to create a paragraph of descriptive text about the animal images that have been provided. In this research, the questionnaire was given to the students whether to find out the student's response. The questionnaire consisted of Yes / No questions.

RESULTS AND DISCUSSION

Results

The data was obtained from questionnaire that consisted of 10 questions about student motivation, achievement, difficulties and understanding. The following were questions asked of students and the results of the answers from 27 students after learning to write descriptive text using running dictation:

Table 1.1
The Result of Questionnaire about student's responses

No.	Question	Answer	
		Yes	No
1.	Do you have difficulties in making descriptive text after learning using running dictation?	5 (19%)	22 (81%)
2.	Did learning using running dictation interesting for you?	27 (100%)	0 (0%)
3.	Did learning using running dictation make it easier for you to create "descriptive text"?	26 (96%)	1 (4%)
4.	Did learning using running dictation make you have a high willingness to follow the lesson?	24 (89%)	3 (11%)
5.	Do you feel more confident when you learn using running dictation?	25 (93%)	2 (7%)
6.	Does learning using running dictation make you dare to express your opinion?	23 (85%)	4 (15%)
7.	Do you find it helpful in developing ideas when writing "descriptive text" using running dictation?	23 (85%)	4 (15%)
8.	Did learning using running dictation increase your English vocabulary?	19 (70%)	8 (30%)

9.	Did writing “descriptive text” using running dictation can correct mistakes in your grammar?	17 (63%)	10 (37%)
10.	Did learning using running dictation can improve your spelling and punctuation in making descriptive text?	26 (96%)	1 (4%)

The results of several questions in the questionnaire are interpreted into:

The students had no difficulty in making descriptive text after learning writing by using running dictation.

Running dictation was expected to be useful to facilitate the students in developing their writing achievement. Question no.1 indicated that 81% of students had no difficulty in making descriptive text after learning writing using running dictation.

The students interested learning writing descriptive text by running dictation technique.

Question no.2 indicated that all of the students feel interested learning descriptive text by running dictation techniques. By using running dictation, the students could not felt sleepy in the learning process especially in writing because in running dictation the pupil had to run alternately to dictate descriptive text.

Learning using running dictation makes it easier for students to understand descriptive text.

26 out of 27 students agreed that learning using running dictation made it easier for students to understand the descriptive text. Question no.3 indicated that most students (96%) gave positive agree. When the group finished writing the dictated descriptive text, all group members compare their work with the original descriptive text sheet to make students know if there are errors in their work.

Learning using running dictation makes students have a high willingness to take part in learning.

Question no.4 indicated that most students (89%) have a high willingness to follow learning by running dictation because they were interested in the method used.

Students feel more confident when learning using running dictation.

Question no.5 indicated that 93% more confident when learning using running dictation because the activities were carried out in groups so that all are active in carrying out their respective duties. However, it required solidarity in completing the task.

Learning using running dictation makes students dare to express their opinions.

Question no.6 indicated that 85% students feel more courageous in asking questions and expressing their opinions about the descriptive text learning process using running dictation.

The Running Dictation help students to develop ideas and compose descriptive text.

Based on the results of questionnaire no.7, it was proven that 85% of grade VIII D students were helped in making descriptive text sentences after implementing running dictation techniques.

Learning using Running Dictation could increase students' English Vocabulary.

In the eight question showed that 70% students gave agree that learning using running dictation could increase students' English Vocabulary.

Running Dictation was enough to helps students correct mistakes in grammar.

In the nine question showed that 63% students gave agree that Running Dictation was enough to helps students correct mistakes in grammar.

Running Dictation was quite helpful for students in writing spelling and punctuation correctly.

In the last question showed that 96% students gave positive agree that running dictation was quite helpful for students in writing spelling and punctuation correctly.

As a result, most students felt for used running dictation in learning descriptive text can interested their english skill. Furthermore, used running dictation technique made the students developed ideas when writing “descriptive text”, and that technique can helpful the students in increasing their vocabulary in English to make descriptive text. It can be concluded that the student responses toward the scenario and the implementation of teaching writing descriptive text using running dictation can be interested in English learning for students in the class and help students in their interested in writing descriptive texts and can increased their motivation in English learning, especially in writing text.

Discussion

Based on the results of student tests, running dictation can be used by teachers to teach writing descriptive text to students because it can make students more active and increase collaboration between students in compiling texts. It can make students more confident and motivated in learning English. The results of the student questionnaire showed that all the students agreed that running dictation was interesting for them, because students did not feel bored with the activities carried out with their friends.

Therefore, students can share ideas easily with their classmates. However, students need to have a lot of English vocabulary to be able to memorize texts well so that they can dictate to their friends easily. Furthermore, English teachers need to stimulate students' knowledge by provided sufficient practice and the teachers need to be more creative to increased students' motivation in learning English, one of which is by providing interesting materials and methods. For instance, developing instructional materials focusing on the students' need and interest. Council (2008) cited in (Jaya & Pitaloka, 2020) stated that running dictation employs a fun way which can motivate students at upper primary and lower secondary level.

Therefore, one of the responsibilities as a teacher to students is to motivate students, before giving motivation to students, the teacher must motivate himself, then motivate students to be able to increase students' interest in writing skills.

CONCLUSION

The students' responses in writing descriptive text by running dictation was very good, because running dictation can make student active in a group or individually and the students more understand about writing descriptive text. It showed by the questionnaire responses that all of the students feel happy learning descriptive text by running dictation. In other words, the learning process becomes more interesting and enjoyable.

Based on the results of the analysis, it was given suggestions to every teacher need to be more creative to increased students' motivation in learning English, especially in descriptive text. Running dictation technique can be the option to raise student ability in writing descriptive text. Not only help the student to write the text, but they can also share, discuss, and help their friends to understand the material. The student could be more talk active and communicative during the process of learning.

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