



**THE USE OF RUNNING DICTATION TECHNIQUE TO IMPROVE  
STUDENTS' WRITING IN DESCRIPTIVE TEXT AT MTS AMIN  
DARUSSALAM**

**SKRIPSI**

*Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic  
University of North Sumatera Medan as a Partial Fulfilment of the  
Requirements for the Degree of Sarjana Pendidikan*

**By:**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA UTARA  
MEDAN**

**2018**



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Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara:

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamu'alaikum Wr. Wb.

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## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 3 September 2018

Yang Membuat Pernyataan

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## ABSTRACT

### **ADE MENTARI, NIM.34143031, THE USE OF RUNNING DICTATION TECHNIQUE TO IMPROVE STUDENTS' WRITING IN DESCRIPTIVE TEXT AT MTS AMIN DARUSSALAM**

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

*Keywords : Writing Descriptive Text, Running Dictation Technique.*

The purpose of this research was to describe how the implementation of Running Dictation to Improve students' Writing in Descriptive Text. In constructing this research, the researcher collected data from the classroom action research, which was carried out through four steps. They were plan, action, observation, and reflection. The subjects of this study were 40 students at eight grade students of MTs Amin Darussalam Bandar Setia in academic years 2017/2018. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, and documentation. The quantitative data was taken from the test.

The result of analysis showed that there was improvement on students' writing in descriptive text. It was showed from the mean of the students score in three test: pre-test 54.8, post-test I 67.1, post-test II 76.8. And also score improvement who got score up to 75 pre-test in first cycle were 4 of 40 students (10%), post-test I in first cycle were 16 of 40 students (40%), post- test II in second cycle were 30 of 40 students (75%). From the data above, it indicated that the use of running dictation technique to improve students' writing in descriptive text was effective and suitable to be applied on improving students' ability, especially writing descriptive text. In addition, the students were more active, comfortable and enjoyed teaching learning process.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The writer realizes that this paper is far from being perfect and it is a great pleasure to receive critics and suggestions. Hopefully this thesis will be useful for all of the reader.

Medan, 31 August 2018

The Reseacher

**Ade Mentari**  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English is one of the international languages, which used by many people to communicate in the world. Nowadays, English has become more and more important insides of life, including education, economic, business, etc. English is generally taught and assessed in Indonesia as the foreign language and it is should be given to the students of junior school up to university.

Writing is one of four English skills besides listening, speaking, and reading. Writing is about expressing our ideas in sentence or paragraph. However, it needs the ability to express those ideas. In writing our ideas, we need sentence patterns, such as, simple present tense, simple past tense, passive voice, and we must use correct punctuation, such as using capital letter in the first sentence then using full stop at the end of sentence, using commas when we mention many kinds of things, etc.

According to Harmer, “the students should be encouraged to express their ideas, experience, thoughts, and feelings through writing”.<sup>1</sup> Based on the explanation above, the writer assumes that writing is one of the most important skills to be master because by using writing we can express our ideas and so on. On (Q.S Al- Qalam: 1) said that

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<sup>1</sup> Jeremy Harmer, (2007), *How to Teach Writing*, (4<sup>th</sup> Ed),Edinburgh Gate: Longman, p.31

## ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ١

“*Nun. By the Pen and the (Record) which (men) write.*” It means that Allah grants His creatures knowledge and in it, there is teaching writing. He taught what they did not know yet. Based on hadits Prophet Muhammad SAW said:

فَتَدُوا الْعِلْمَ الْكِتَابِ

“*Tie the science with writing*” (Silsilah Ahadits Ash Shahihah). This hadith explains the suggestion of writing, everything we got during learning is better to write down it.

In teaching writing, there are some materials; one of them is descriptive text. According to Kane, “description is about sensory experience how something looks, sounds, tastes”.<sup>2</sup> It means, description help someone to know specific information about something that is described. It helps someone to imagine something that describe; about sound, form even taste. Moreover, descriptive is available in the syllabus at the eighth grade of MTs Amin Darussalam.

The writer got information about the students writing ability by doing an interview with some students. They said that they felt lazy and less motivated to learn writing. Besides, they said that they felt bored with the method that was used by the

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<sup>2</sup>Thomas S. Kane,(2000),*Oxford Essential Guide to Writing*, New York :Oxford University Press, p. 351

English teacher in teaching writing so they did not interested to learn about writing. In addition, the writer also interviewed the English teacher that she said the students did not have ideas on their mind what they want to write.

The technique of teaching needed by the teacher in teaching learning process in order to make the students interested in the material given. By using an appropriate technique, the teacher is able to perform well so that the result of teaching learning is satisfactory. One of the offered techniques is running dictation. Running dictation expect to be useful to facilitate the students in developing their writing achievement.

Running dictation is a type of dictation. Running dictation is a short dictation text typed in a large font post on the wall outside the classroom. Students work in pairs or groups.<sup>3</sup> It means that running dictation as an appropriate technique in teaching learning writing. In addition, by using running dictation, all of the students worked in a group and they worked with each group members to finish their task. Start from the beginning until the last in teaching-learning writing process and all of the students were active in learning writing.

By considering the statements above, the writer use running dictation technique to improve students' writing in the descriptive text in the eighth grade of MTs Amin Darussalam.

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<sup>3</sup>Wan Chai, (2011), *Using Dictation to Develop Pupils' Listening and Writing Skills, Hongkong: The English Language Education Section of Curriculum Development Institute. Education Bureau*, p.37

## **B. Statements of the Problems**

Based on the background of the study statement of the problem can be identify as follows:

1. The students less interested in the technique or activity uses by an English teacher in writing activity.
2. The students lack motivation in learning.
3. The students got difficulties when expressing their ideas and feelings in writing skill.

## **C. Research Questions**

The research question can be identify as follows:

1. How is the implementation of using running dictation technique in students' writing descriptive text?
2. How is the improvement of students' writing in the descriptive text after using running dictation technique?

## **D. Purposes of the Study**

The purposes of this study are as follows:

1. To describe the implementation of using running dictation technique in students' writing descriptive text

2. To describe the improvement of students' writing in the descriptive text after using running dictation technique

#### **E. The Significances of Study**

The expected benefits of this research are:

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

#### **F. Limitation of the Problem**

This study focuses on applying Running Dictation Technique as a technique to improve students' writing in descriptive at the eighth-grade student of MTs Amin Darussalam.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

In order to have a very clear description of the discussion, this chapter will refer to some significant theories of writing. To make it the more constructive notion, it is very essential to discuss and explain theoretically about writing, descriptive text and running dictation technique.

#### 1. Concept of Teaching English as Foreign Language

English is the international language. Language is a set of rules used by a human as a tool of their communication. Therefore, language can be used to express ideas, thoughts, opinions and feelings. As Brown says that, language is more than a system of communication. It involves the whole person, culture, educational, developmental communicative process.<sup>4</sup> On (QS Ibrahim: 4) said:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ مَنْ يَشَاءُ  
وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

That means “We sent not a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now, Allah leaves stray those whom

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<sup>4</sup>H. Douglas Brown,(2001),*Teaching By Principles An Interview Approach to Language Pedagogy Second Edition*, San Fransisco: Longman, p.34

he pleases and guides whom he pleases: and he is exalted in power, full of wisdom". It means that God sent the apostles in a language appropriate to the culture of the people

In teaching English as a foreign language, teachers should have good preparation and technique in giving the material to the students. Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), involves the process of teaching the English language to students whose first language is not English.<sup>5</sup> It means that teaching English as foreign language is taught for learners which their first language is not English. It is as in our country, Indonesia.

In Indonesia, English is learned at schools. And people do not speak the language in the society.<sup>6</sup> Consequently, In Indonesia, many people think that English is difficult because they do not practice to use it in their daily life. English in Indonesia is as a foreign language, so they just learn because English is one of the subjects in their school.

From those theories, the writer concludes that teaching English as a foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good at English because they just practice it in their school or

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<sup>5</sup> Clare Gilby,(2006), *Teaching English As a Foreign Language*, Edge Hill University: Edge Hill Careers Centre,p.22

<sup>6</sup>Ag Bambang Setiyadi,(2006), *Teaching English As Foreign Language*, Yogyakarta : Graha Ilmu , p.26

institution. In this case, the teachers' ability in creating an effective and good way of teaching English is very important to make the students more interested in learning.

## **2. Writing Descriptive Text**

In writing descriptive text discusses the definition of writing, writing process type of text, the definition of writing descriptive text, the generic structure of the descriptive text, language feature of descriptive text and the purpose of the descriptive text.

### **a. Definition of Writing**

Qur'an as the words of God has told us all aspects of the word including the aspect of education and language. The description of the education and language in the Qur'an are relate to the important things about language as the one of the higher gift favors from God to man. As god says in Al-Qur'an surah Ar-Rahman verse 1-4:

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

*“Merciful God, Who taught the Qur'an, He created man, taught the proficient.”*

This verse clearly confirms that language is a skill given by God to man. It is in line with the revelation that God created man together with their language. This suggests the importance of language for humans to meet the goals and purposes.

We know that, writing is an important skill in language must be mastered by students. Besides that writing is one way to send message and information from the writer to the readers.

There are many definitions of writing according to many language experts. According to Oshima and Hogue says that writing is a process of creating, organizing, writing, and polishing.<sup>7</sup> Therefore, in the first step of writing student create ideas. In second step, they organize the ideas. In the third step, they write a rough draft and finally they polish their rough draft by editing it and making revisions.

Lindemann states that writing is a process of communication uses a conventional graphics system to convey a message to a reader.<sup>8</sup> It means that writing is a process of sending a message by using letters, punctuation, word, or sentence as a graphics system.

Moreover, according to Hyland, "writing is a way of sharing personal meanings, and writing courses emphasize the power of the individual to construct his or her views on a topic".<sup>9</sup> It means that writing is one way to convey his or her views about some topics in written form. The student can share their ideas in written form because written form can be power for them to convey their opinion or thought about some topics.

Based on the statement above, the writer concludes that writing is one of the four English skills. Writing is a way to convey his or her views and a tool of written

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<sup>7</sup>Alice Oshima Ann Hogue, ( 1997), *Writing Academic English*, New York : Addison Wesley, p. 265

<sup>8</sup> Erika Lindemann, (1983), *A Rhetoric for English Teacher*, New York : Oxford University Press, P. 11

<sup>9</sup> Key Hyland, (2002), *Teaching and Researching Writing*, Great Britain: Pearson Education, p. 31

communication between the writer and the reader by using a correct procedure like as creating, organizing, writing and polishing.in order that the reader understands the message or information sent

## **b. Writing Process**

When people first write something, they have already been thinking about what to say and how to say it. To make a good writing, people cannot just simply write down what is on their mind and publish their writing but people need to follow several steps, and sometimes they need to go back and forth in the writing process. The writing processes are planning, drafting, editing, and final version.

The following explanations and suggestions may be useful during particular stages of the writing process.<sup>10</sup>

### **1. Planning**

Experienced writers plan what they are going to write. Before starting to write or type, they try, and decide what it is they are going to say. For some writers, this may involve making details notes. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

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<sup>10</sup>Jeremy Harmer, (1988), *The Practice of English Language*, New York: Longman, p.5

## **2. Drafting**

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts produced on the way the final version.

## **3. Editing ( Reflecting and Revising)**

Once the writer has edited their draft, usually, they read the text to know whether there is something that must add and removed or not. After that, they make a new paragraph.

## **4. Final Version**

Once the students have edited their draft, making the changes they consider to necessary, they produce their final version.<sup>11</sup>

### **c. Type of text**

The text is when these words are put together to communicate a meaning, a piece a text is created. According to Gerot and Wigel classify the genre into thirteen types. They are:

#### **1. Spoof**

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

#### **2. Recount**

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

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<sup>11</sup>*Ibid* ,p.4-5

3. Report

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

4. Analytical exposition

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

5. News item

News item is a text to inform readers, listener or viewer about events of the day considered newsworthy or important.

6. Anecdote

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

7. Narrative

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

8. Procedure

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

9. Description

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

10. Hortatory Exposition

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

## 11. Explanation

Explanation text is a text to explain the processes involved in the information or workings of natural or socio-cultural phenomena.

## 12. Discussion

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

## 13. Reviews

Review is a text to critiques an art works or event for the public audience.<sup>12</sup>

Based on the explanation above, it concluded that there are many types of text in teaching writing for students and each student must be able to understand the generic and language of the text. In this research, the writer only focuses on the descriptive text in the form of the writing that will be investigated.

### **d. Definition of the Descriptive Text**

Descriptive is a text lists the characteristics of something. The description is to describe a particular person, place, and thing.<sup>13</sup> Therefore, our visualization is need. To create this text, our imagination must flow on a paper. It means that descriptive is a way to describe everything such as a description of the person, description of the place and description of the thing which is seen by the writer in detail.

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<sup>12</sup>Linda Gerot and Peter W., (1994), *Making Sense of Functional Grammar*, Sydney: Gerd Stabler, p. 192-220

<sup>13</sup>Linda Gerot and Peter W, *Op. Cit*, p.208



Oshima and Hogue argue, “Description is writing about how something or someone looks and uses space order.”<sup>14</sup> It means that when we describe something with its characteristics and some appearances of this thing, we are writing a descriptive text. Meanwhile, the description used to describe a person, place, and animal have a specific appearance. For instance, in writing descriptive text, we have to use spatial orders such as then, in front of, and others that used to support our writing.

Besides of that, Meyers stated that, “A description is a useful tool in many kinds of writing. A descriptive allows the reader to see, to hear, or even to feel the subject matter clearly.”<sup>15</sup> It can be concluded that using the description, the readers could feel deeply about what they are reading is. In describing something, the writer forced to have an ability in using their writing skill to describe something to the readers in their text. It need because one of the descriptive writing purposes is to give description clearly to the readers.

For all those perceptions, it can be concluded that writing description also has several requirements should have been in the descriptive writing. It is important to use a spatial order caused by the readers’ need to understand the text. Descriptive writing should give some stated ideas through its content. However, before writing, especially writing about a description of something, the writer should decide the

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<sup>14</sup>Alice Oshima Ann Hogue, *Op. Cit*, p.48

<sup>15</sup>Alan Meyers, (2005) *Gateways to Academic Writing*, New York: Pearson Education, p. 2.

purpose of writing so that the readers can effectively get information from the text written.

**e. The Generic Structure of Descriptive Text**

Generic structures are the special characteristic of language in the text. There are probably two of generic structure in descriptive text, they are:<sup>16</sup>

**1. Identification**

It is part of the paragraph introduces or identifies the character to be described. It called the general description of the subject. Usually, it contains the object's name, kind of the object.

**2. Description**

It is part of the paragraph describes parts, qualities, characteristics, etc.

**f. The Language Features of Descriptive Text**

There are some language features of the descriptive text, they are:<sup>17</sup>

- A. Proper Nouns
- B. Simple Present Tense
- C. Adjectives
- D. Thinking and Feeling Verb
- E. Action Verb

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<sup>16</sup>Kistono, et al.,(2007), *The Bridge English Competence for SMP Grade VII* Perpustakaan Nasional, p. 9

<sup>17</sup>*Ibid*

**g. The Purpose of Descriptive Text**

All kinds of text naturally have their own purpose of writing. Including the descriptive text, it also carries out its writer's purpose to deliver to the readers.

According to Pharr and Buscemi, a writer composes a descriptive text as a compelling strategy to direct the readers' perception towards the object he or she intends to describe.<sup>18</sup> Through the sensory language featured in it, he or she can take control of the way the readers think about the object. Furthermore, Clouse also defines that descriptive text is fit to fulfill various kinds of purpose in writing, in which it is elaborated more clearly in as follows.<sup>19</sup>

**1. To entertain**

Example: An amusing description of a teenager's bedroom

**2. To express feelings**

Example: A description of your favorite outdoor retreat so your reader understands why you enjoy it so much

**3. To relate experience**

Example: A description of your childhood home to convey a sense of the poverty you grew up in

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<sup>18</sup> Donald Pharr and Santi V. Buscemi,(2005), *Writing Today*, New York: McGraw-Hill Companies, p .136

<sup>19</sup>Barbara Fine Clouse,(2007) *Jumpstart: A Sentence-to-Paragraph Work text with Readings*, New York: McGraw Hill ,p. 38

#### **4. To inform (for a reader unfamiliar with the subject)**

Example: A description of a newborn calf for a reader who has never seen one

#### **5. To inform (to create a fresh appreciation for the familiar)**

Example: A description of an apple to help the reader rediscover the joys of simple fruit.

In sum up, the writer concludes that the purpose of the descriptive text is to describe a particular thing to affect the readers thought about it.

### **h. Characteristics of a Good Writing**

The purpose of writing is to make a good writing text. Andelstein and Pival define the characteristics of a good writing as follows:

**a. Good writing is interesting.** This is true regardless of whether it is designed to amuse, inform, or persuade the reader. Writers generally stimulate interest by presenting some knowledge or insight that is new and important to readers. To do so, writers need not be experts, but they should avoid telling readers what is obvious or already known.

**b. Good writing is clear.** Its ideas have been organized so logically, words selected so carefully, and sentences crafted so skillfully that readers do not need to struggle to understand what the writers mean.

**c. Good writing is concise.** It contains no unnecessary words, phrases, or sentences; consequently, readers will not feel that their time is wasted.

**d. Good writing is effective.** It conveys a message to readers in such a way that it will achieve the effect that the writer intended. To achieve this objective, writers must choose wisely the words, sentences, and paragraph structures that will best communicate with their readers. So that readers will not be distracted from the message, good writers also follow the accepted conventions of spelling, punctuation, capitalization, and so on.

**e. Good writing reflects the authentic voice of the writer.** It conveys the sound of someone talking with another person; however, good writers adapt that “speaking style” to suit the relationship appropriate to the purpose and audience of the writing occasion.<sup>20</sup>

### **3. Running Dictation Technique**

In running dictation technique discusses the concept of dictation, the definition of running dictation, the procedure of running dictation, advantages, and disadvantages of running dictation.

#### **a. Concept of Dictation**

Dictation is an activity to write down something that someone says or reads out as it is said or immediately after it is said. Jain adds that dictation is a good training to ear and as well as motor training to the students.<sup>21</sup> Dictation is an activity that helps learners develop phonological awareness and phonics skills, listening

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<sup>20</sup> Michael E. Adelstein and Jean G. Pival, *The Writing Commitments* (3<sup>rd</sup> ed), San Diego: Harcourt Brace Jovanovich, 1984), p.4

<sup>21</sup> M.F Patel and Praveen M. Jain,(2008), *English Language Teaching, Jaipur: Sunrise Publisher and Distributor*, p.131-132

skills, and writing skills.<sup>22</sup> It means that, dictation as a good activity for the teaching-learning process, especially in writing. For the students, dictation can be improved their skills such as listening and writing, because dictation is an activity to write down after someone says or read something.

According to Patel in Jain, there are many advantages of dictation.<sup>23</sup>

1. It trains students to reproduce in writing what they listen.
2. It gives good aural practice to the student. It develops the habit of listening attentively to students.
3. It enables students to understand the part of each sentence and word phrases.
4. It enables students to write at good reasonably speed.
5. It enables students to understand spelling and punctuation.
6. It enables students to write to use capital letters.
7. It enables students to develop the habit of listening spoken language and getting used to the sound of the system of the English language.

It shows that dictation is not only a good activity in teaching-learning but also have many advantages to use this technique in the teaching-learning process.

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<sup>22</sup> Wan Chai,(2011), *Using Dictation to Develop Pupil' Listening and Writing Skill*, Hongkong: The English Language Education Section of Curriculum Development Institute Education Bureau,p.6

<sup>23</sup> M.F Patel and Praveen M. Jain, *Op.Cit*,p.132

**b. Definition of Running Dictation**

Many teaching strategies have been contributed by teacher and professionals to improve the student's ability in comprehending English text. Every teaching strategy has a variety of purposes. This research tends to use running dictation strategy that has a purpose to improve student's writing on descriptive text. Running dictation is a technique by run to a text, and then telling the message directly to the partner.

Running dictation is a type of dictation. According to Wan Chai, running dictation is an activity for pupils who enjoy moving around and working in teams. They have to read and memorize a short text, tell the phrases/sentences to the other group member who will write down the text. Running dictation is called wall dictation since a short printed text is usually posted on the wall.<sup>24</sup> Based on explanation, the writer concludes running dictation is an activity that the students work in pairs, they have to read and memorize a short text and the sentences to the other member of the group who will write down the text.

Nation says that running dictation is a short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and the other is the runner who goes to the dictation text,

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<sup>24</sup> Wan Chai, *Op.Cit*, p.58

memorizes a short sentence, returns to the writer and retells it.<sup>25</sup> Running dictation is an integrative learning activity that involves listening, speaking, reading and writing.

Based on the explanation above, the writer makes draw a conclusion that running dictation is an activity to dictate the sentence that the learners work in groups or pairs. There are the runner and the writer. The runner must read and memorize a short sentence and the writer must write down what they have heard from their member group. There are many kinds of procedures based on the learner needs. Therefore, the students attracted to follow the lesson. They have fun. It can be useful for introducing a new topic or theme for them. It shows that, running dictation can be used by students to improve their English skill especially in writing skill.

### **c. Procedures of Teaching Writing through Running Dictation**

Running dictation is one type of technique to teach writing correctly. In running dictation, students work in a group. According to Nation, teaching procedure used by the teacher in teaching writing by using running dictation technique as follows:

1. Divide the student into eight groups. Each group decides who will be the runner and writer alternately.
2. Put the copies of the text on the classroom wall.
3. Explain the procedures of technique: runner must run to the text, read and memorize a sentence before running back to the writer. The runner should

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<sup>25</sup> I.S.P Nation and Jonathan Newton,(2009),*Teaching ESL/EFL Listening and Speaking*, New York:Routledge,p.62.



then dictate what they remember of the sentence to the writer. The writer should write what a runner tells.

4. Do correction their work (Content, Organization, grammar, vocabulary, spelling, punctuation, and capitalization) by using the original text.<sup>26</sup>

**d. Advantages and Disadvantages of Teaching Writing by Using Running Dictation**

There are some advantages of using running dictation in teaching writing, they are:

1. By using running dictation, the students can practice their grammatical structure anything pupils work find interesting.<sup>27</sup> It shows that running dictation can develop students writing in grammar correctly and make them feel interested in learning writing.
2. Running dictation is in integrative learning activity that involves reading, speaking, writing and listening.<sup>28</sup> So, the students can develop their English skills.
3. By using running dictation, the students could not feel sleepy in the learning process especially in writing.

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<sup>26</sup> *Ibid*

<sup>27</sup> *Ibid*

<sup>28</sup> *Ibid*

Besides the advantages, running dictation has disadvantages, they are:

1. In the learning process, the class can be noisy because the students run very fast.<sup>29</sup>
2. The teacher can be busy to manage the students.

## **B. Conceptual Framework**

English is a foreign language in Indonesia. English has four skills. Writing is one of the important skills for students. The teacher should be able to choose the suitable material and has a good strategy to teach English to be more interesting in the class. In the learning process, the teacher can do interaction with students as the primary meaning of the learning process plays an important role. Students got difficulties to express their ideas in form of written language, especially in descriptive text. Many teachers are still using the old method, activity or technique, so the students feel tired and bored. The teacher needs proper technique or activity that can make the students easy to express their ideas in form of written language. There are many methods, techniques or activities can be used by the teacher in teaching writing.

Running dictation is an alternative activity for the teacher in the learning process. Running dictation is a short dictation text typed in a large font posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and the other is the runner who goes to the dictation text, memorizing a short

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<sup>29</sup>*Ibid*

sentence, returns to the writer and retells it. Running dictation can build up their note-taking and writing skills.<sup>30</sup>

From the explanation above, the writer concludes that the classroom writing activities through running dictation can be used to develop students' idea in writing, especially in descriptive text. Then, this activity can make the students interested to follow the lesson. They have fun. It can be useful for introducing a new topic or theme for them and the students can make a descriptive text correctly. Therefore, using running dictation can give a positive influence on the students' writing ability in descriptive text.

### **C. Related Study**

They are some related studies about teaching English writing:

1. Resta Putri (2013) conducted a research about Increasing Students' Listening Achievement through Running Dictation. She used quantitative research and experimental design. The population of this research was the second year students of SMAN 1 Ambarawa. There were seven classes of second-grade students. Each class consisted of 35-37 students. The researcher selected the sample by using a random sampling technique through a lottery drawing with the assumption that the second year of SMAN 1 Ambarawa has the same characters and level of English Proficiency. The researcher took one class as try out class; it was XI IPS 4 and one class as the experimental class; it was IX IPS 3. Based on

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<sup>30</sup>*Ibid*,p.37

the observation while conducting the treatment, it found that using running dictation technique in listening could make the students more active and the students more aware about the correct sentences.

2. Nuralisah (2017) conducted “ The influence of using running dictation technique towards students’ descriptive text writing ability”. She used quantitative research and an experimental design. The population of this research was the first semester of the eight grade of SMP Negeri 1 West Kota Agung. There were five classes of eighth grade students consist of 134 students. Based on the observation while conducting the treatment, it can be concluded that, there was a significant Influence of using Running Dictation towards students’ descriptive text writing ability at the first semester of the Eighth Grade of SMP Negeri 1 West Kota Agung in the Academic Year of 2017/2018.

#### **D. Actional Hypothesis**

Based on the theoretical framework and conceptual framework above, the hypothesis of this research is the students’ English writing can improve by using running dictation technique.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The writer used Classroom Action Research (CAR) as the method of the research. This kind of research has systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and to improve the ways educational setting involved teaching and students learning.<sup>31</sup>

According to Mulyasa, Classroom Action Research is designed to help a teacher to find out what is happening in the classroom and to solve the problem in classroom.<sup>32</sup> Arikunto also states that Classroom Action Research is an approach to improve education through change encouraging the teachers to be aware of their own practice, to be critical of their practice, and to be prepared to change it.<sup>33</sup>

Based on the definition above the implementation of classroom action research is enabled to give an improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity.

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<sup>31</sup>John W. Creswell,(2012), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research in Education fourth edition*, New Jersey: Pearson Education Inc., p. 578

<sup>32</sup>Mulyasa, E,(2009), *Praktik Penelitian Tindakan Kelas*, Bandung : PT. Remaja Rosdakarya, p. 89

<sup>33</sup>Suharsimi Arikunto,(2008), *Penelitian Tindakan Kelas*, Jakarta: PT. Bumi Aksara, Cet VIII, p.56

## **B. Research Setting and Subject**

This study was conducted at MTs. Amin Darussalam which is located at Jl. Terusan Bandar Setia. The reasons for choosing this school were:

- a. The same title has never done before.
- b. The location of this school was accessible in term of funds and time.

The sample of this study was students grade eight at MTs Amin Darussalam academic year 2017/2018. The writer took class XIII 3 consisting of 40 students as the sample of the study. Moreover, the class was chosen based on the discussion with the teacher and the fact that this class descriptive writing skill needed to be improved.

## **C. Data Collection**

In collecting the data, classroom action research used qualitative data and quantitative data. Qualitative data consisted of interview and observation. On the other side, the quantitative data used to test. Further explanation as follows:

### **a. Observation**

Observation sheet was done by the writer to document the events in the teaching and learning process which apropos to be the data during the study is conducted. The writer did it when the writer was teaching in the class.

### **b. Documentation**

The researcher took a picture as documentation of the research that contained any information in the CAR process. It can be a proof to show that the researcher was not doing the manipulation in the research process.

### **c. Test**

The last step used in this research was writing test. The test used in this research was pre-test and post-test. The pre-test was done before using running dictation technique. It was done to measure students' writing at first. Meanwhile, the post-test was done after using running dictation technique.

### **D. Data Analysis**

This research applied both qualitative and quantitative data. The analysis of the qualitative data used in this study was the observation of the students' activity during the learning process. In this case, the writer collected the entire data which have gained. In analyzing qualitative data, the researcher used three steps, namely data reduction, data display, and conclusion drawing/ verification.<sup>34</sup>

#### **1. Data Reduction**

Data reduction is the process of selecting, focusing on simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during and after the data as well as analyzing the data.

#### **2. Data Display**

The next step was data display. It was an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher was easy to understand and analyzed happened with the data presented.

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<sup>34</sup>Suryani dan Hendrayadi,(2015). *Metode Riset Kuantitatif*, Jakarta: Prenada media grup, p.183

In this study, the researcher used the result of writing test by students' in displaying the data,

### 3. Conclusion Drawing and Verification

The researcher organized the data in order to come to conclusion drawing and action. Finally, the writer drew a conclusion from the data display to know the progress of the implementation and verified it.

To analysis the observation the researcher will use conclusion drawing and verification.

### 4. Quantitative Data

To get the result of the quantitative data the writer will use a series of process of data analysis. In the process, the writer will calculate the mean of the students' score by applying this formula:<sup>35</sup>

$$\bar{x} = \frac{\sum x}{N}$$

Explanation:

$\bar{x}$  : Mean  
 $\sum x$  : Individual score  
N : Number of students

Next, to know the students who passed KKM 75.0, the writer used this formula:<sup>36</sup>

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

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<sup>35</sup>Anas Sudijono, (2008), *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, p. 81.

<sup>36</sup>*Ibid*, p.43



Explanation:

P : The class percentage  
F : Total percentage score  
N : Number of students

Next step, the writer identified the improvement score on students' writing in descriptive text from pre-test up to post-test, the writer used the formula:<sup>37</sup>

$$P = \frac{y-y1}{y} \times 100\%$$

Explanation:

P : Percentage of students' writing improvement  
Y : Pre-test result  
Y1 : Post-test result

## **E. Research Procedure**

In this research, the writer used the Kurt Lewins' design consists of four phases of one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it was probably found a new problem or the previous problems haven't finished yet. Therefore, it was necessary to continue to the second cycle in line with the concept of the first cycle. Here are the explanations of those phases:

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<sup>37</sup>David E. Meltzer,(2008), *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, Iowa: Department of Physics and Astronomy, p.3

**a. Cycle 1**

**1. Planning**

Planning is a plan to conduct a treatment or after making sure about the problem of the research. It is explaining the word what, why, when, where and by who the researcher did the research. This step contains several activities as follows:

- a. Identifying and analyzing the problem
- b. Determining the reason why the research has to be done
- c. Formulating problems explicitly
- d. Determining the ways that will be done to find out the answer
- e. Determining the ways to test action hypothesis by classifying the achievement indicators
- f. Creating an action plan in detail<sup>38</sup>

**2. Acting**

This section discussed the implementation of what have done planned. It was about the steps and activities that would be taken by the researcher.

**3. Observing**

In this step, a researcher observed all events or activities during the research.

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<sup>38</sup>*Ibid p.75-76*

#### **4. Reflecting**

Reflecting is the inspection effort on the success or the failure in reaching the temporary purpose in order to determine the alternative steps that are probably made to get the final goals of the research.<sup>39</sup>

##### **b. Cycle 2**

This cycle was follow up of the first cycle. If the cycle 1 has not been successful, the writer revised and did another cycle to make sure that there was a positive changing of students' descriptive text.

#### **F. Trustworthiness**

Trustworthiness is very important in Class Room Action Research. There are four issues of trustworthiness, namely credibility, transferability, dependability, and conformability.

##### **a. Credibility**

Credibility in class action research deals with the data and finding of the research. The data and finding should be ensured to be credible or not. To ensure the data is credible, the researcher found out the data was congruent with the reality. In this study, to make more credible, the triangulation was used to make the data and the findings strength. Triangulation assumes that looking at an object from more than one standpoint provides researchers and theorist with more comprehensive knowledge

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<sup>39</sup>Suharsimi Arikunto,(2006), *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT.Rineka Cipta,6th Ed, P. 98-99.

about the object, four kinds of triangulation that can contribute to verification and validation of qualitative analysis:

1. **Method triangulation:** checking out the consistency of findings generated by different data collection methods.
2. **Triangulation of sources:** checking out the consistency of different data sources within the same method.
3. **Analysis triangulation:** Using multiples analysis to review findings.
4. **Theory/Perspective triangulation:** Using multiple perspective theories to interpret the data.

This present study used method triangulation because the findings were interpreted using theories of the types of feedback in different data collection methods such as direct observation and interview.

#### **b. Transferability**

Transferability is similar to the applicability of the findings. It can be achieved by providing a detailed description or displaying a comprehensive description of both the process and the result of the research. It was done to enable the readers in evaluating the extent to which the conclusion drawn is transferable to other times, setting, situation, and people.

The transferability of this research achieve by giving an adequate description of the research process and finding, and the researcher collected sufficiently detailed description of data in context and reported them with sufficient detail and precision

which consist of types of feedback, process, and reason of giving in the thick description.

**c. Dependability**

Dependability, which shows the consistency of the findings, doing propose one measure which might enhance the dependability of class action research. In this case, all the activities or the research process were reviewed and paying attention to the consistency and reliability of the data. The researcher's interpretation and conclusions would be discussed with other people who master in this research subject.

In this case, the thesis advisor would be done by examining the record products from their point of view. The discussion attempted the dependability of the research.

**d. Confirmability**

In line with the trustworthiness criteria, the accurateness of the data or confirmability can be found by confirming the findings to the reality. In other words, the researcher would make sure that the findings are shaped by the subject, and not the researcher bias, motivation or interest. To achieve confirmability, the writer tried to discuss with the advisor and ask him/her to check the process of the research. From several discussions, the writers give the data such as interview result, observation sheet result, and the result of data analysis.

To take data accurately in classroom action research and to support the main data of this research, the researcher used triangulation. Triangulation used to make sure the data is valid. There are some types of triangulation; method triangulation, triangulation of sources, analysis triangulation, and theory/ perspective triangulation. In this research, the researcher limit on the triangulation, namely: source triangulation and methodological triangulation.

## CHAPTER IV

### DATA ANALYSIS AND RESEARCH FINDINGS

#### A. The Data Description

The data that used in this research is qualitative and quantitative data. The qualitative data were taken from observation and documentation. Meanwhile, the quantitative data were taken from the test that conducted in each cycle. This research was conducted only in one class that consists of 40 students. This research was accomplished in two cycles. Each cycle consisted of four steps, namely planning, action, observation, and reflection. The first cycle was conducted only in two meeting and the second cycle was conducted in one meeting. In the last meeting of each cycle, the research gave the post-test to the students to see the students' ability in writing.

#### 1. The Quantitative Data

The quantitative data were taken from the test. The test consisted of pre-test and post-test. The pre-test was given before giving the treatment to the students and the post-test was given in the last meeting of each cycle. The result of the students' score can be seen in the following table.

##### 4.1. The Student's Score in the Pre-Test

The researcher gave a test in the pre-test. The number of the students who test was 40. Here the students score of pre-test as follow:

**Table 4.1 The Students' Score in Pre-test**

No	Initial Names of Students	PRE TEST	
		Score	Criteria Success (>75)
1	AP	65	Unsuccessful
2	ASM	54	Unsuccessful
3	AF	55	Unsuccessful
4	AR	75	<b>Successful</b>
5	BK	65	Unsuccessful
6	CAP	60	Unsuccessful
7	DRD	65	Unsuccessful
8	DH	40	Unsuccessful
9	DADB	70	Unsuccessful
10	DP	<b>75</b>	<b>Successful</b>
11	DW	50	Unsuccessful
12	EP	45	Unsuccessful
13	EM	50	Unsuccessful
14	EDR	67	Unsuccessful
15	FN	60	Unsuccessful
16	GA	70	Unsuccessful
17	GAH	60	Unsuccessful



18	GA	32	Unsuccessful
19	HF	32	Unsuccessful
20	KF	32	Unsuccessful
21	MDS	48	Unsuccessful
22	MDI	55	Unsuccessful
23	MRF	55	Unsuccessful
24	MFF	32	Unsuccessful
25	NF	32	Unsuccessful
26	NS	50	Unsuccessful
27	PPM	60	Unsuccessful
28	PDN	<b>75</b>	<b>Successful</b>
29	RA	65	Unsuccessful
30	R	57	Unsuccessful
31	RPA	51	Unsuccessful
32	SR	32	Unsuccessful
33	SM	43	Unsuccessful
34	SN	30	Unsuccessful
35	Y	57	Unsuccessful
36	YA	<b>75</b>	<b>Successful</b>
37	YR	72	Unsuccessful
38	YWS	56	Unsuccessful
39	ZCA	70	Unsuccessful

40	ZS	56	Unsuccessful
	<b>Total</b>	$\sum X = 2193$	
	$\sum X$	<b>X = 54.8</b>	

From the table of pre-test, the total score of the students was 2193 and the number of the students who completed the pre-test was 40 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

Explanation:

X: The mean of the students

$\sum$ : The total score

N: The number of students

So, the mean of the students was:  $X = \frac{2.193}{40} = 54.8$

From the analysis above knew that students' writing ability was very low. The mean of the students was 54.8 and the student categories still in poor level. And the number of the students who were competent in writing was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation

P = Percentage of students who get 75.

R = Member of students who get 75 up.

T = Total number of students who do the test.

$$P_1 = \frac{4}{40} \times 100\% = 10\%$$

$$P_2 = \frac{36}{40} \times 100\% = 90\%$$

**Table 4.2 Percentage of Students' Score in Pre-Test**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
P <sub>1</sub>	Successful	4	10%
P <sub>2</sub>	Unsuccessful	36	90%
Total		40	100%

The table above indicated that the students' writing skill was still low. The mean of students' score was 54.8. There were only 4 successful students and 36 unsuccessful students. The percentage of the students' score is 10% for successful students, and 90% for unsuccessful students.

4.2. The Students' Score in Post-Test I

**Table 4.3 Students' Score in Post Test I**

No	Initial Names of Students	PRE TEST	
		Score	Criteria Success (>75)
1	AP	<b>75</b>	<b>Successful</b>
2	ASM	70	Unsuccessful
3	AF	65	Unsuccessful
4	AR	80	<b>Successful</b>
5	<b>BK</b>	<b>75</b>	<b>Successful</b>
6	CAP	71	Unsuccessful
7	DRD	72	Unsuccessful
8	DH	60	Unsuccessful
9	DADB	72	Unsuccessful
10	DP	<b>82</b>	<b>Successful</b>
11	DW	62	Unsuccessful
12	EP	60	Unsuccessful
13	EM	<b>75</b>	<b>Successful</b>
14	EDR	<b>76</b>	<b>Successful</b>
15	FN	65	Unsuccessful
16	GA	<b>78</b>	<b>Successful</b>

17	GAH	60	Unsuccessful
18	GH	56	Unsuccessful
19	HF	45	Unsuccessful
20	KF	56	Unsuccessful
21	MDS	56	Unsuccessful
22	MDI	<b>79</b>	<b>Successful</b>
23	MRF	70	Unsuccessful
24	MFF	62	Unsuccessful
25	NF	56	Unsuccessful
26	NS	50	Unsuccessful
27	PPM	<b>78</b>	<b>Successful</b>
28	PDN	<b>80</b>	<b>Successful</b>
29	RA	<b>82</b>	<b>Successful</b>
30	R	76	<b>Successful</b>
31	RPA	56	Unsuccessful
32	SR	45	Unsuccessful
33	SM	56	Unsuccessful
34	SN	32	Unsuccessful
35	Y	74	Unsuccessful
36	YA	<b>84</b>	<b>Successful</b>
37	YS	<b>78</b>	<b>Successful</b>
38	YWS	<b>75</b>	<b>Successful</b>

39	ZCA	78	Successful
40	ZS	65	Unsuccessful
	<b>Total <math>\sum X</math></b>	<b><math>\sum X = 2687</math></b>	
		<b><math>X = 67.1</math></b>	

From the table of post-test I, the total score of the students was 2687 and the number of the students who completed the post-test I was 40 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

Explanation:

X: The mean of the students

$\sum$ : The total score

N: The number of students

So, the mean of the students was:  $X = \frac{2687}{40} = 67.1$

From the analysis above knew that students' writing ability was still low. The mean of the students was 67.1. And the number of the students who were competent in writing in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = Percentage of students who get 75  
 R = Member of students who get 75 up  
 T = Total number of students who do the test.

$$P_1 = \frac{16}{40} \times 100\% = 40\%$$

$$P_2 = \frac{24}{40} \times 100\% = 60\%$$

**Table 4.4 Percentage of Students' Score in Post-Test I**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
P <sub>1</sub>	Successful	16	40%
P <sub>2</sub>	Unsuccessful	24	60%
Total		40	100%

From the analysis above knew that the students' writing ability got increasing. The mean of the students was 67.1. From the score who got 75 up were 16 students or it was 40 % and 24 students got the score fewer than 75 or it was 60%. It could be concluded that the students' writing ability got higher in post-test cycle I than pre-test. But, the students' achievement in the post-test of the cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 40%, the researcher wanted the percentage of students who pass the passing grade was 75%. Therefore the next action continued on the cycle II.

4.3.The Students' Score in Post Test II

**Table 4.5 Students' Score in Post-Test II**

No	Initial Names of Students	Pre-Test	
		Score	Criteria Success (>75)
1	AP	<b>78</b>	<b>Successful</b>
2	ASM	<b>80</b>	<b>Successful</b>
3	AF	72	Unsuccessful
4	AR	<b>85</b>	<b>Successful</b>
5	<b>BK</b>	<b>78</b>	<b>Successful</b>
6	CAP	<b>80</b>	<b>Successful</b>
7	DRD	<b>78</b>	<b>Successful</b>
8	DH	<b>75</b>	<b>Successful</b>
9	DADB	<b>85</b>	<b>Successful</b>
10	DP	<b>84</b>	<b>Successful</b>
11	DW	72	Unsuccessful
12	EP	<b>75</b>	<b>Successful</b>
13	EM	<b>78</b>	<b>Successful</b>
14	EDR	<b>78</b>	<b>Successful</b>
15	FN	<b>82</b>	<b>Successful</b>
16	GA	<b>80</b>	<b>Successful</b>



17	GAH	66	Unsuccessful
18	GH	<b>75</b>	<b>Successful</b>
19	HF	65	Unsuccessful
20	KF	<b>78</b>	<b>Successful</b>
21	MDS	65	Unsuccessful
22	MDI	<b>80</b>	<b>Successful</b>
23	MRF	<b>75</b>	<b>Successful</b>
24	MFF	68	Unsuccessful
25	NF	70	Unsuccessful
26	NS	<b>75</b>	<b>Successful</b>
27	PPM	<b>82</b>	<b>Successful</b>
28	PDN	<b>80</b>	<b>Successful</b>
29	RA	<b>82</b>	<b>Successful</b>
30	R	<b>85</b>	<b>Successful</b>
31	RPA	<b>75</b>	<b>Successful</b>
32	SR	70	Unsuccessful
33	SM	65	Unsuccessful
34	SN	70	Unsuccessful
35	Y	<b>82</b>	<b>Successful</b>
36	YA	<b>84</b>	<b>Successful</b>
37	YS	<b>80</b>	<b>Successful</b>
38	YWS	<b>80</b>	<b>Successful</b>

39	ZCA	85	Successful
40	ZS	75	Successful
	<b>Total <math>\sum X</math></b>	<b><math>\sum X = 3072</math></b>	
		<b><math>X = 76.8</math></b>	

From the table of post-test II, the total score of the students was 3072 and the number of the students who completed took the pre-test were 40 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

Explanation:

X: The mean of the students

$\sum$ : The total score

N: The number of students

So, the mean of the students was:  $X = \frac{3072}{40} = 76.8$

From the analysis above knew that students' writing ability increased. The mean of the students was 76.8. And the number of the students who were competent in writing in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P = Percentage of students who get 75

R = Member of students who get 75 up

T = Total number of students who do the test.

$$P1 = \frac{30}{40} \times 100\% = 75\%$$

$$P2 = \frac{10}{40} \times 100\% = 25\%$$

**Table 4.6 Percentage of Students' Score in Post-Test II**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
<b>P1</b>	<b>Successful</b>	<b>30</b>	<b>75%</b>
P2	Unsuccessful	10	25%
Total		40	100%

From the percentage, the students' writing ability was classified on the good level when doing the action research on cycle II. The students' score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

**Table 4.7 Students' score from Pre-Test, Post Test I, and Post-Test II**

<b>No</b>	<b>Initial</b>	<b>Pre-Test</b>	<b>Post-Test I</b>	<b>Post-Test II</b>
1	AP	65	75	78
2	ASM	54	70	80
3	AF	55	65	72
4	AR	75	80	85
5	BK	65	75	78
6	CAP	60	71	80
7	DRD	65	72	78
8	DH	40	60	75
9	DADP	70	72	85
10	DP	75	82	84
11	DW	50	62	72
12	EP	45	60	75
13	EM	50	75	78
14	EDR	67	76	78
15	FN	60	65	82
16	GA	70	78	80
17	GAH	60	60	66
18	GH	32	56	75
19	MF	32	45	65

20	KF	32	56	78
21	MDS	48	56	65
22	MDI	55	79	80
23	MRF	55	70	75
24	MFF	32	62	68
25	NF	32	56	70
26	NS	50	50	75
27	PPM	60	78	82
28	PDN	75	80	80
29	RA	65	82	82
30	R	57	76	85
31	RFA	51	56	75
32	SR	32	45	70
33	SM	43	56	65
34	SN	30	32	70
35	Y	57	74	82
36	YA	75	84	84
37	YR	72	78	80
38	YWS	56	75	80
39	ZCA	70	78	85
40	ZS	56	65	75

	<b>Total</b>	$\Sigma X = 2193$	$\Sigma X = 2687$	$\Sigma X = 3072$
	$\Sigma X$	$X = 54.8$	$X = 67.1$	$X = 76.8$

**Table 4.8 Mean Score of Cycle I (Pre -Test and Post Test I) and Cycle II (Post-Test II)**

<b>X</b>	<b>Pre-Test</b>	<b>Post-Test I</b>	<b>Post-Test II</b>
<b>Mean</b>	54.8	67.1	76.8

From the data above the researcher found there is improvement of the students' skill. It could be seen from the mean of the score from pre-test, post-test of the cycle I and post-test of cycle II that increase.

It also could be seen from the table below that showed the students value failed or passed. From the table above the writer found the students' achievement are:

#### **Pre-Test**

In the Pre-test, the students' score include to the low result because in Pre-test the students did not understand yet about the material and still shy to ask the teacher. It gave influence to Students' achievement. From the table it showed in the pre-test there were 36 students failed for the test.

### **Post-Test I**

In the Post-Test I the students score got increasing. In the post-test I students had given the reaction to paying more attention to the teacher and asked for the material they did not know.

And the reaction of the students gave influence on students' achievement to increase. From the table it showed in the post-test I there are 16 students who able to pass the passing grade 75.

### **Post-Test II**

In the post-test II, the students score got increasing. In the post-test II students gave the positive reaction and more motivated in doing the test. The students' reaction and motivation increased the students' achievement. From the table it showed in the post-test II there were 30 students who pass the passing grade 75.

The mean of the students' score in the post- test of cycle II was highest, so it could be said that the students' writing ability by using running dictation technique improved from 54.8 to 76.8.

The number of competent the student was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P = Percentage of students who get 75  
R = Member of students who get 75 up  
T = Total number of students who do the test.

The percentage of the increase of students' writing ability could be seen as follows:

- a. The percentage of competent students in the pre-test was:

$$P1 = \frac{4}{40} \times 100\% = 10\%$$

- b. The percentage of the competent students in the post-test I was:

$$P1 = \frac{16}{40} \times 100\% = 40\%$$

- c. The percentage of the competent students in the post-test II was:

$$P1 = \frac{30}{40} \times 100\% = 75\%$$

## **2. The Qualitative Data**

Qualitative data were taken from the observation Sheet and documentation. This was carried out in two cycles. There were four meetings were conducted. The researcher was conducted in two cycles and each cycle consisted of two meetings.

### **2.1. The Activity of Pre-Test**

In the first meeting, the pre-test was given to determine the level of students' writing ability. The pre-test was given to 40 students. One student one paper, in this activity, student was asked to make a descriptive text based on the title given. There were some students seemed very difficult to make descriptive text but some of them tried seriously.



## 2.2. The Activity of the First Cycle

In this cycle, there are two meetings. The first meeting was used as a pre-test. Second meeting the researcher gives an explanation about descriptive text and give post-test I. The steps of this action research where:

### **A. Planning**

The plan was arranged before doing research. All the preparation that was needed in the process of research was prepared, such as made lesson plan, copies of the descriptive text, observation sheet, and material about the descriptive text, camera to get documentation, and exercise as the instrument of collecting data writing ability.

### **B. Action**

In this phases, there were some activities done by the researcher, they were:

- a. The researcher explained the material.
- b. The researcher gave the topic of the descriptive text.
- c. Students were divided into eight groups
- d. The researcher put eight copies of the descriptive text in a different place.
- e. The researcher started the technique by explaining the procedure of running dictation technique.
- f. Students check their work by using original text.
- g. The researcher motivated the students and closed the meeting.

### **C. Observation**

In this observation, the researcher recorded every student action, comment and certain behavior of students during teaching-learning process in the class by using documentation and observation sheet. There are many things that had been observed as follow:

1. Some students still confused about the procedure of running dictation technique.
2. Some students did not keep quiet in their seat when completing the task given.
3. Some students asked the researcher about the procedures of activities repeatedly.

### **D. Reflection**

The researcher evaluated the teaching-learning process at the end of a meeting of the first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of two meetings became the reflection to the researcher in making the second cycle. From the data, the researcher decided to continuous to the second cycle in order to get a better result.

The evaluation could be from on the students' result test and observation of the attitude. From the data, the researcher decided to continue to the second cycle in order to get the better result.

### 2.3. The Activity of the Second Cycle

Second cycle was done by the researcher in order to get the better improvement of students' result. The similar step to the first cycle, the researcher conducted to the second cycle with the same steps as follow:

#### **A. Planning**

The researcher as the teacher designed the lesson plan for the second cycle. The lesson plan developed likely the same as the previous cycle.

#### **B. Action**

The first thing that the researcher did in the second cycle was to ask the students about things or parts or they had not understood yet from the teacher's explanation before. They replied that they still confused about the generic structure of the descriptive text. Based on the students' question, the teacher explains again about generic structure based on the descriptive text. At the end of the second cycle, the researcher asked the students to write a descriptive text. Theme of descriptive text is different from the theme of cycle II.

#### **C. Observation**

The observation was done for cycle II. From the last result, it indicates that the students had able to write a descriptive. 30 students got score up 75.

#### **D. Reflection**

In this case, the feedback of teaching-learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follow:

- a. The researcher could be increased on the students' ability in writing especially in writing descriptive text by using running dictation technique. Based on an observation sheet that showed the improved every meeting.
- b. Students' score had improvement too. It was based on the percentage of the students' score in pre-test were 10%, and post-test I was 40% in the first cycle. And the total of the improvement of the students' scores in post-test II was 75 % at cycle two.

#### **B. Data Analysis**

The result indicated that there was an improvement on the students' ability in writing descriptive text by using running dictation technique. The mean of the first cycle was 67.1. It was still low because the students still have difficulties. The mean of the second cycle was 76.8. From the data could be seen that the students' score and the mean in the second cycle were better than the first cycle. The percentage of students who got point up to also grew up. In the pre-test, students who got up 75 were 10 students of 40 students (10%). In the post-test of the cycle I, students who got up 75 there were 16 students of 40 students (40%). In post-test II, students who got up 75 there were 30 of 40 students (75%). In other words, the students' ability became well in the first meeting to the next meeting.

The researcher organized all the quantitative and qualitative data from each meeting. In every cycle, the researcher conducted a writing test, from the first test, it was found that the students' ability at writing still low.

The confused how to develop their ideas, after they saw an example from researcher and then transform the idea to be a good writing. In the first cycle, most of the students still have difficulties in writing descriptive text. They did not understand well about the descriptive text. But after teacher taught writing descriptive text through running dictation technique, they can understand how to write descriptive text well. And the students' score of post-test I was better than pre-test.

Although most of the students understand about the lesson, there were some students still have a problem in writing descriptive text, it can be seen from the students' score in post-test I. So, the researcher did cycle II in order to make all of the students understand about descriptive text well. After the researcher did the second cycle II, the result was better than the first cycle. It can be seen from the students' score in post-test II, there were only 10 of 40 students have a bad score. But, 30 students got the score up  $\geq 75$

The research also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the observation and documentation sheet. All of these was data indicated that the students gave their attitude and response during the teaching-learning process. Based on the result of the quantitative and qualitative data, it was indicated that the running dictation as the technique can improve the students' writing in descriptive text.

### **C. Research Finding**

This research was conducted to improve the students' ability in writing descriptive text through running dictation technique. The result of the researcher was from the cycle I, cycle II and the analysis showed that the mean of the first cycle was about 67.1. It showed that the students still lack in writing descriptive text. In cycle II the improvement was about 76.8. Based on the standard of English subject, the students got the score up 75 were 30 of 40 students (75%). It was caused the teacher used running dictation technique in the teaching process.

The research was conducted to describe the implementation of running dictation technique in writing descriptive text and to describe the significant improvement of the students' ability in writing descriptive text by using running dictation technique. Running dictation technique was one of many techniques that could help the students to be easier in learning writing especially descriptive text. This research has proved the effectiveness of implementation running dictation technique. It was shown in table 4 of the improvement of students score of the pre-test until post-test II. It was because the researcher controlled the class better and directly the students who were noisy so the class was quieter and also provided a more interesting activity in cycle II.

The effect running dictation technique, the students was easier in the learning process and the students can understand correctly. The teacher was better and easier to implement running dictation technique in teaching writing descriptive text. Based on the result of quantitative data, the result showed that the students' score in pre-test

was still low, it caused the students still not understood about writing descriptive text and they didn't know how to write a descriptive text according to the generic structure. In cycle I the student's ability at writing descriptive text improved. The score was higher and higher for each meeting in the test. It was proven by fact that the mean of the score in post-test I improved. The mean score of post-test I was 67.1.86 or 16 students. It was higher than the pre-test. The students' score in post-test I improved, it is shown that the implementation of running dictation technique in cycle I can improve the student's ability at writing descriptive text.

The students' responds when using running dictation technique in teaching writing was very good. Because running dictation can make student active in a group or individually and interested in the lesson and the students more understand about writing. The mean of post-test of cycle II was 76.8. It was higher than the post-test I. It was shown that the students' understanding about the descriptive text was better than before cycle. It is proven by the student who passed in the post-test II. In the cycle II, only 10 students still did not understand well about the material. The result of research showed the improving students' English writing of descriptive text through running dictation technique.

The qualitative data was taken from the observation sheet and documentation. It was found that the class was effective. Qualitative data also be an improvement of teacher and students' activities during teaching-learning process.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the result of the research, the researcher finds that the students' skill in writing descriptive text got improvement through running dictation technique. The researcher concludes the further conclusion as follow:

- a) The students' responds when using running dictation technique in teaching writing was very good. Because with running dictation technique can make student active in a group or individually and interested in the lesson and the students more understand about writing. In this case, there are some techniques that the researcher and students has to follow. Firstly, the researcher divides the student into eight groups. Secondly, the researcher put the copies of the descriptive text on a different wall. After that, the researcher explains the procedures for running dictation. The techniques are the student being a runner and writer alternately. A runner should run to the copies of the text, read and memorize a sentence and run back to their group and tell the runner about that sentence. A writer should write what a runner says about a sentence. After finish all sentences in a text they have to check their work by using original text.
- b) Based on the result and discussion of the research, it could be concluded that the students' score in writing descriptive text by using running dictation technique was high. It can be seen from the mean of the students score in three test: pre-test 54.8, post-test I 67.1, post-test II 76.8. And also score



improvement who got score up to 75 pre-tests in the first cycle were 4 of 40 students (10%), post-test I in the first cycle were 16 of 40 students (40%), post-test II in the second cycle was 30 of 40 students (75%).

Based on the data above, the researcher concludes that the students' writing ability in a descriptive text improves from the pre-test to post-test I, and from post-test I to post-test II by using running dictation technique.

## **B. Suggestions**

Having seen the result of this study, the following suggestions are offered to be considered:

1. For the English Teacher
  - a. The teacher can motivate the student in learning descriptive text by using running dictation technique.
  - b. It is important for the teacher to learn how to enhance their ability in teaching and to establish a good atmosphere in the class, so the students will be more active in the process of teaching-learning. The teacher should build an enjoyable situation of the learning process in order to improve students' braveness in sharing and asking opinions about the material. This situation will be more easily to reach by using running dictation technique.
  - c. The students should be more active to practice their ability in writing descriptive text. Running dictation technique can be the option to raise student ability in writing descriptive text. Not only help the student to

write it, they can also share, discuss and help their friends to understand the material. The students could be more talkative and communicative during the process of learning.

2. For the other researchers

The result of this research expected to encourage other researchers to conduct further study deals with running dictation technique in another skill area such as listening, speaking, and reading.

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## **Appendix I**

### **LESSON PLAN (CYCLE 1)**

School : MTs Amin Darussalam

Subject : English

Class : VIII

Material : Descriptive Text

Skill : Writing

Time : 2 x 40 minutes

#### **A. Standard Competence**

- Giving expression in very simple short functional written text for interacting with closest environment.

#### **B. Basic Competence**

- Giving expression the rhetoric step in very simple short functional written text by using any kinds of written language accurately and fluently.

#### **C. Indicators**

- Able to identify the definition of descriptive text.
- Able to identify the generic structure of descriptive text.
- Able to identify the function of descriptive text.
- Able to make descriptive text.

#### **D. Learning Objective**

- Students are able to identify the definition of descriptive text

- Students are able to identify the generic of descriptive text.
- Students are able to identify the function of descriptive text.
- Students are able to make descriptive text.

#### **E. Learning materials**

- **The Definition of Descriptive Text.**

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.

- **The Function of Descriptive Text.**

The social function of descriptive writing is primarily to describe a person, place, or thing in such a way that a picture is formed in the reader's mind.

- **The Generic Structure of Descriptive Text.**

- 1) Identification

- ✓ It is a statement describing and illustrating about the topic/theme to be described.
- ✓ Statement must be interesting and is able to attract to provoke the reader so that the reader becomes interested in reading the complete description.
- ✓ The use of adjective and degree of comparison of adjective is advisable.

2) Description

- ✓ It is a complete description about the topic /theme proposed in identification text.
- ✓ Description is the detail description or elaboration of the topic or theme as described in the identification.

- **The Example of Descriptive Text.**

**Topic : My Dog**

**Identification**

My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.

**Description**

His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really likes it. Jiji is already as the part of our family.

**F. Learning Method**

- Running Dictation Technique

**G. Learning process**

No	Learning Activity	Time
1	Pre Activity : <ul style="list-style-type: none"><li>- Greetings</li><li>- Prayer together</li></ul>	10'

	<ul style="list-style-type: none"> <li>- Checking students' attendance list</li> <li>- Give apperception and overview about the topic that is going to be discussed</li> </ul>	
2	<p>Mainly Activity :</p> <p>a. Explorations</p> <ul style="list-style-type: none"> <li>- Teacher explain about descriptive text</li> <li>- Teacher explain about the generic - structure of descriptive text</li> <li>- Teacher explain the function of descriptive text</li> <li>- Teacher explain about running dictation technique</li> </ul> <p>b. Elaboration</p> <ul style="list-style-type: none"> <li>- Students divided into seven groups consist of 5-6 students.</li> <li>- Teacher puts seven copies of descriptive text in different place</li> <li>- Each group decides who will be the first runner and first writer.</li> <li>- Teacher asks the students being a runner and writer alternately</li> <li>- Teacher asks the runner to run to the</li> </ul>	60'



	<p>place of copies descriptive text and memorize a sentence then run back to dictate the sentence to writer.</p> <ul style="list-style-type: none"> <li>- Teacher asks the writer to write what the runner dictate.</li> </ul> <p>c. Confirmation</p> <ul style="list-style-type: none"> <li>- Teacher asks the each group to checking their work by using original text.</li> <li>- Teacher asks the students' problem about the material during the class.</li> </ul>	
3	<p>Post Activity</p> <ul style="list-style-type: none"> <li>- Teacher summarize the material during the class</li> <li>- Teacher close the class by greeting student</li> </ul>	10'

#### **H. Learning Resources**

- English Book
- Internet

#### **I. Media**

- Some copies of descriptive text

## J. Evaluation

- Technique : Assessment
- Form of Instrument : Written Test

## K. Scoring Rubric

<b>Component</b>	<b>Score</b>	<b>Level</b>	<b>CRITERIA</b>
<b>Content</b>	30-27	Excellent to very good	Knowledge. Substantive. Thorough development of thesis. Relevant to assigned topic.
	26-22	Good to average	Some knowledge of subject. Adequate range. Limited development of thesis. Most relevant to topic, but lacks detail.
	21-17	Fair to poor	Limited knowledge of subject. Little substance. Inadequate development of topic.
	16-13	Very poor	Does not show knowledge of subject. Non-substantive. Not pertinent. Or not enough to evaluate.
<b>Organization</b>	20-18	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Well-organization. Logical sequencing. Cohesive.
	17-14	Good to average	Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13-10	Fair to poor	Non-fluent. Ideas confused or disconnected.

			Lacks logical sequencing and development.
	9-7	Very poor	Does not communicate. No organization. Or not enough evaluation.
<b>Vocabulary</b>	20-18	Excellent to very good	Does not communicate. No organization. Or not enough evaluation.
	17-14	Good to average	Adequate range. Occasional of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very poor	Essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough evaluate.
<b>Language Use</b>	20-18	Excellent to very good	Effective complex constructions. Few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
	17-14	Good to average	Effective but simple constructions. Minor problems in complex construction. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	13-10	Fair to poor	Major problems in

			simple/complex constructions. Frequent errors negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured.
	9-7	Very poor	Virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.
<b>Mechanics</b>	5	Excellent to very good	Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor	Frequent errors spelling, punctuation, canalization, paragraphing. Poor handwriting. Meaning focused or obscured.
	2	Very poor	No mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible. Or

			not enough to evaluate.
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Bandar Setia, 7<sup>th</sup> August 2018

Approved by

English Teacher

Muhammad Ridha, S.Pd.I.

Researcher

Ade Mentari

## LESSON PLAN (CYCLE 2)

School : MTs Amin Darussalam

Subject : English

Class : VIII

Material : Descriptive Text

Skill : Writing

Time : 2 x 40 minutes

### **A. Standard Competence**

- Giving expression in very simple short functional written text for interacting with closest environment.

### **B. Basic Competence**

- Giving expression the rhetoric step in the very simple short functional written text by using any kinds of written language accurately and fluently.

### **C. Indicators**

- Able to identify the definition of descriptive text.
- Able to identify the generic structure of the descriptive text.
- Able to identify the function of the descriptive text.
- Able to make a descriptive text.

### **D. Learning Objective**

- Students are able to identify the definition of descriptive text.
- Students are able to identify the generic of descriptive text.
- Students are able to identify the function of the descriptive text.
- Students are able to make descriptive text.

## **E. Learning materials**

### **- The Definition of Descriptive Text.**

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, the person in order to have the visual appearance of the object described.

### **- The Function of Descriptive Text.**

The social function of descriptive writing is primarily to describe a person, place, or thing in such a way that a picture is formed in the reader's mind.

### **- The Generic Structure of Descriptive Text.**

#### 3) Identification

- ✓ It is a statement describing and illustrating the topic/theme to be described.
- ✓ The statement must be interesting and is able to attract to provoke the reader so that the reader becomes interested in reading the complete description.
- ✓ The use of adjective and degree of comparison of the adjective is advisable.

#### 4) Description

- ✓ It is a complete description of the topic /theme proposed in identification text.

- ✓ The description is the detail description or elaboration of the topic or theme as described in the identification.

- **The Example of Descriptive Text.**

**Topic: Cat (Gregory)**

**Identification**

Gregory is my beautiful gray Persian cat.

**Description**

He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands. Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing habits.

**F. Learning Method**

- Running Dictation Technique



## G. Learning process

No	Learning Activity	Time
1	<p>Pre Activity :</p> <ul style="list-style-type: none"><li>- Greetings</li><li>- Prayer together</li><li>- Checking students' attendance list</li><li>- Teacher gives motivation to students who less active in cycle 1.</li></ul>	10'
2	<p>Mainly Activity :</p> <p>d. Explorations</p> <ul style="list-style-type: none"><li>- Teacher explain about descriptive text</li><li>- The teacher explains about the generic-structure of descriptive text more detail.</li><li>- Teacher explain the function of the descriptive text</li><li>- The teacher explains about running dictation technique</li></ul> <p>e. Elaboration</p>	65'

	<ul style="list-style-type: none"> <li>- Students divided into eight groups consisting of 5 students with the new format.</li> <li>- The teacher puts eight copies of the descriptive text in a different place</li> <li>- Each group decides who will be the first runner and first writer.</li> <li>- Teacher asks the students being a runner and writer alternately</li> <li>- Teacher asks the runner to run to the place of copies descriptive text and memorize a sentence then run back to dictate the sentence to the writer.</li> <li>- Teacher asks the writer to write what the runner dictate.</li> </ul> <p>f. Confirmation</p> <ul style="list-style-type: none"> <li>- Teacher asks each group of check their work by using original text.</li> <li>- Teacher asks the students' problem about the material during the class.</li> </ul>	
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3	Post Activity  - Teacher summarize the material during the class  - Teacher close the class by greeting student	5'
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#### H. Learning Resources

- English Book
- Internet

#### I. Media

- Some copies of the descriptive text

#### J. Evaluation

- Technique : Assessment
- A form of Instrument: Written Test

#### K. Scoring Rubric

Component	Score	Level	CRITERIA
Content	30-27	Excellent to very good	Knowledge. Substantive. Thorough development of the thesis. Relevant to the assigned topic.
	26-22	Good to average	Some knowledge of the subject. Adequate range. Limited development of the thesis. Most relevant to the topic, but lacks detail.
	21-17	Fair to poor	Limited knowledge of the subject. Little substance.

			Inadequate development of the topic.
	16-13	Very poor	Does not show knowledge of the subject. Non-substantive. Not pertinent. Or not enough to evaluate.
organization	20-18	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Well-organization. Logical sequencing. Cohesive.
	17-14	Good to average	Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13-10	Fair to poor	Non-fluent. Ideas confused or disconnected. Lacks logical sequencing and development.
	9-7	Very poor	Does not communicate. No organization. Or not enough evaluation.
<b>Vocabulary</b>	20-18	Excellent to very good	Does not communicate. No organization. Or not enough evaluation.
	17-14	Good to average	Adequate range. Occasional of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very poor	Essentially translation. Little knowledge of English vocabulary,

			idioms, word form. Or not enough evaluate.
<b>Language Use</b>	20-18	Excellent to very good	Effective complex constructions. Few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
	17-14	Good to average	Effective but simple constructions. Minor problems in complex construction. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	13-10	Fair to poor	Major problems in simple/complex constructions. Frequent errors negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured.
	9-7	Very poor	Virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.
<b>Mechanics</b>	5	Excellent to very good	Demonstrates mastery of conventions. Few errors of spelling, punctuation,

			capitalization, paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor	Frequent errors spelling, punctuation, canalization, paragraphing. Poor handwriting. Meaning-focused or obscured.
	2	Very poor	No mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible. Or not enough to evaluate.

Bandar Setia, 14<sup>th</sup> August 2018

Approved by

English Teacher

Researcher

Muhammad Ridha, S.Pd.I.

Ade Mentari



**Appendix II**

**Pre-Test**

**Name** :

**Class** :

Please make a short descriptive text based on the topic below!

Topic: My Book

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**Appendix III**

**Post-Test I**

**Name** :

**Class** :

Please make a short descriptive text based on the topic below!

Topic: My Mother

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**Appendix IV**

**Post-Test II**

**Name** :

**Class** :

Please make a short descriptive text based on the topic below!

Topic: My Friend

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**Appendix V**

**Observation Sheet (Cycle I)**

<b>Topic</b>	<b>Teacher</b>		<b>Student</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<ol style="list-style-type: none"><li>1. Prepare the copies of descriptive text</li><li>2. Divide the students into eight group consist of 5 students</li><li>3. Put the copies of descriptive text in different wall.</li><li>4. Explain the procedures of running dictation technique.</li><li>5. Being a runner and writer alternately</li><li>6. A runner read and memorize a sentence and dictate that sentence to writer.</li><li>7. A writer writes what a runner dictates</li><li>8. Correct their working by using running dictation technique.</li></ol>				

**Appendix VI**

**Observation Sheet (Cycle II)**

<b>Topic</b>	<b>Teacher</b>		<b>Student</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<ol style="list-style-type: none"><li>1. Prepare the copies of descriptive text</li><li>2. Divide the students into eight group consist of 5 students</li><li>3. Put the copies of descriptive text in different wall.</li><li>4. Explain the procedures of running dictation technique.</li><li>5. Being a runner and writer alternately</li><li>6. A runner read and memorize a sentence and dictate that sentence to writer.</li><li>7. A writer writes what a runner dictates</li><li>8. Correct their working by using running dictation technique.</li></ol>				

**Appendix VII**

**Documentation**





**Appendix VIII****Name of Students and Initial Name**

<b>NO</b>	<b>Name of Students</b>	<b>Initial Name</b>
1	ADJI PRAMANA	AP
2	AHMAD SULTAN HAKIM	ASM
3	AMBAR FERDINAN	AF
4	ALDINO RAMADANDI	AR
5	BAYU KURNIAWAN	BK
6	CHYNTIA ADELIA PUTRI	CAP
7	DESI RAMAWATI DLM	DRD
8	DIAN HAYU	DH
9	DINA AYU DWI BUNGA	DADB
10	DIO PRASETYO	DP
11	DWI WIJAYA	DW
12	EDHO PRADANA	EP
13	EEN MAYOLA	EM
14	ERIA DWI RAMAWATI	EDR
15	FITRIA NADILA	FN
16	GITA AMANDA	GA
17	GUSTI ANUGRAH HASIBUAN	GAH
18	GESSIA ARIANTI	GA
19	HANIS FEBRIANA	HF
20	KHARISMA FAKHRIZA	KF
21	M. DINO SITORUS	MDS
22	M.DARUL IRFAN	MDI
23	MHD.RIFAL FIRMANSYAH	MRF
24	MIA FEDRO FIRMANSYAH	MFF
25	NICO FEBRIANSYAH	NF
26	NISA SAPUTRI	NS
27	POPPY PUTRI MAHENDRA	PPM



28	PRAS DIO NANDA	PDN
29	RAFI ALEX	RA
30	RAMADHANI	R
31	RAMZI PRAMUDIA ANANTA	RPA
32	SHANDY RAHMADANI	SR
33	SISKA MELANI	SM
34	SITI NURMAINA	SN
35	YUSUF	Y
36	YUMI AISYAH	YA
37	YUNI RISKY	YR
38	YURA WIDYA SIREGAR	YWS
39	ZAHRO CINTA APRILIA	ZCA
40	ZULBAKHRI SIMAJUNTAK	ZS