ARTIKEL

KEEFEKTIFAN MENGAJAR READING COMPREHENSION MENGGUNAKAN RUNNING DICTATION TECHNIQUE PADA SISWA KELAS DELAPAN SMP MUHAMMADIYAH 2 KEDIRI

THE EFFECTIVENESS OF TEACHING READING COMPREHENSION USING RUNNING DICTATION TECHNIQUE AT THE EIGTH GRADE STUDENTS OF SMP MUHAMMADIYAH 2 KEDIRI

NUR DEVI SINTA

13.1.01.08.0098

Dibimbing oleh :

1. **Lina Mariana, S.S., M.Pd.**
2. **Dr. Diani Nurhajati, M.Pd.**

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Yang bertanda tangan di bawah ini:

Nama Lengkap	: NUR DEVI SINTA
NPM	: 13.1.01.08.0098
Telepun/HP	: 0895-3349-94994
Alamat Surel (Email)	: ndevisinta@gmail.com
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LINA MARIANA, S.S., M.Pd. NIDN. 0710097401	**Dr. DIANI NURHAJATI, M.Pd.** NIDN. 0711126302	**NUR DEVI SINTA** NPM. 13.1.01.08.0098

THE EFFECTIVENESS OF TEACHING READING COMPREHENSION USING RUNNING DICTATION TECHNIQUE AT THE EIGTH GRADE STUDENTS OF SMP MUHAMMADIYAH 2 KEDIRI

NUR DEVI SINTA
13.1.01.08.0098
FKIP-English Education Department
ndevisinta@gmail.com
Lina Mariana S.S., M.Pd.[1] and Dr. Diani Nurhajati, M.Pd.[2]

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Reading comprehension is not just a receptive process, but it implies a complex process in which the readers identify basic information and are able to predict, to infer, to argue and to recognize researcher's points of view. This problem can be caused by some factors, such as inappropriate teaching technique applied by the teacher, students' motivation is low, students are lack of vocabulary, the students usually are bored while they are reading, and the students difficult to understanding the meaning of the text. To help the students to learn reading skill, Running Dictation Technique can be an appropriate tehnique to be used in teaching reading especially in descriptive text. The objectives of this research are finding out the students' reading comprehension in descriptive text before being taught using Running Dictation Technique, finding out the students' reading comprehension in descriptive text after being taught using Running Dictation Technique, and describing whether or not by using of Running Dictation Technique give significant effect to students' reading comprehension in descriptive text.

This research adopted quantitative approach and the design of the research was one group pre-test and post-test to investigate the effect of using Running Dictation Technique on the students reading comprehension of the eight grade students at SMP Muhammadiyah 2 Kediri. The sample of the research was VIII D class consisting of 30 students. This research was held in four meeting involved pre-test, first treatment, second treatment, and post-test, the researcher asked the students to do the task a descriptive text based on the topic given. To analyze the data, the researcher used t-test computation.

After doing the research, the researcher found that from t-table as explained, the score of before treatment is 54, while the means after treatment is 73,66. Thus, t-table was 2,042 at the level significance of 5% and 2,750 at the level of significance of 1%. Thus, it means that t-score $(12,230) \geq$ t-table of degree significance of 5% and 1%. It means that t-score higher than t-table. There for, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It can be conclude that Running Dictation Technique has significant influence to the eight grade students' reading comprehension at SMP Muhammadiyah 2 Kediri 2017/2018.

Key word: Reading Comprehension, Descriptive Text, and Running Dictation Technique.

A. INTRODUCTION

In learning English, there are four language skills that should be learnt, they are listening, reading, speaking, and writing. Reading simply is the interpretation of a written message. According to Nunan (2003: 68) reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension.

According to *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006 there are many kinds of texts (genre) that must be learned by the students of junior high school such; procedure, descriptive, narrative, recount, and report, but in this study the researcher only focuses on descriptive text which is given to eight year students.

Understanding reading material consists of some problems faced by the students. There are major points investigated as the problems of reading: limited vocabulary, poor grammar, lack of background knowledge, and poor reading strategies. When the students do not understand what they read, it will make them stuck in reading and as they read word by word will make them feel difficult to comprehend the text. Students who read very slowly, word by word, often forget the beginning of sentence by the time they reach the end.

Students have problem in study reading such as, understanding reading material exactly in the meaning of the text, identify general information, determine main idea and find implicit and explicit information. The next problem students do not use technique or media to make them easy to understand long text. Finally, students do not really understand the ideas given by the researcher of the text, students do not understand every word.

Based on the statement above, in SMP Muhammadiyah 2 Kediri, the teacher should be creative to find out the appropriate method in order to help the students master the four basic skills of English language, especially reading. There are many techniques that can be used to increase students' reading comprehension. Understanding the meaning of the short written texts is related to the nearest environment and makes students become active in learning process. There are many problems in comprehending a text by the students in SMP Muhammadiyah 2 Kediri. First, the students' motivation is low. Second, the students are lack of vocabulary. Third, the students usually are bored while they are reading. Fourth, understanding the meaning of the text. For example, understanding various texts. As a result they consider that reading is difficult skill

to master. They can not understand the reading texts well. For example, after reading a text, they can not tell what the text is about. Then, they can not answer the questions related to the text correctly.

There are many kinds of technique which are used by the teacher in teaching learning process. In teaching descriptive text, the teacher can design the relevant media to make the students enjoy learning. One of the techniques used to teach descriptive text is Running Dictation Technique.

In this study the researcher uses Running Dictation Technique as a technique in teaching descriptive text. Nation and Newton (2009: 90) state that Running Dictation Technique is a classroom exercise in which students run to a text, and then pass the message verbally to a partner. Students work in pairs or small groups, it is good for supporting students to learn with their groups. Through this strategy, students can have fun and use all the skills while at the same time, reading, speaking, listening and writing.

From the statement above, in the context of educational level, it can be seen the importance of teaching reading. Since reading is such a must in education, a form of communication and a necessary in teaching and learning process, in the other hand, researcher use an interesting

technique to improve students' reading skill.

The researcher assumes that some of the students of the second year of SMP Muhammadiyah 2 Kediri still had difficulties in reading comprehension on descriptive text. To improve the students' reading comprehension needs an appropriate technique to help them as solution for their problem. There is a technique that may help the students in reading comprehension called Running Dictation Technique. Running Dictation Technique is a classroom exercise in which students run to a text, and then pass the message directly to a partner. Students work in pairs or small groups, it is good for supporting students to learn with their groups. Running Dictation Technique is a technique used in English teaching, especially in reading skill, using body movement. This technique requires students to use their ears to listen, mouth to read, and the body to move. By using Running Dictation Technique, the students learn not only by reading the text as a reading skill, but they can learn writing, speaking, and listening integrately. In reading skill when the students want to locate specific information, the students engage in search process that usually include scanning and skimming by doing Running Dictation Technique. Increasing reading speed is to have passages to read.

Reading should be followed by comprehension questions or activities since reading speed should not be developed at the expense of comprehension. The researcher found some problems that can be identified, there were: Finding out the students' reading comprehension in descriptive text before and after being taught using Running Dictation Technique and describing whether or not by using of Running Dictation Technique give significant effect to students' reading comprehension in descriptive text at the eighth Grade of SMP Muhammadiyah 2 Kediri in academic year 2017-2018.

B. RESEARCH METHOD

This research used a quantitative approach as a method of the research. Definition of quantitative approach comes from Ary et.al (2010: 22), "Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses". It means that the data of quantitative research which is scoring by number and will be analyzed by statistic formula. This research was conducted at SMP Muhammadiyah 2 Kediri which located in Penanggungan no. 5, Bandar Lor, Mojoroto Kediri. The subject of this research is the eighth grade students, the population were consists of 134 students

from four classes and the sample was VIII - D class which consists of 30 students

According to Ary et.al, (2007: 26), "Experimental method involves a study of the effect of the systematic manipulation of one variable(s) on another variable". Based on statement above, the researcher chose the experimental designs for this research because the purpose of experimental method is to know the effect of Running Dictation Technique to reading comprehension.

In this research, the researcher did one-group pretest–posttest design to gather the data from the students. According to Ary et.al (2010: 303) explaind that one-group pretest–posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; and (3) administering a posttest, again measuring the dependent variable. Since it is done to get the accurate data, it can be calculated and also to prove the research hypothesis. In addition, the data that collected is in the form of number and proved using statistical formula.

The data got from students' score of pre-test and post-test were analyzed using t-test formula adapted from Ary et.al (2010: 177). This formula is as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

Where:

t = t ratio

$\overline{D}$ = average difference

ΣD^2 = different scores squared, then summed

$(\Sigma D)^2$ = difference scores summed, then squared

N = number of pairs

C. RESULT AND DISCUSSION

Based on the data analysis during the research, the researcher concluded that before the students taught by using Running Dictation Technique, the students have problem in reading descriptive text generally in comprehend the text, especially at the second grade students of SMPN Muhammadiyah 2 Kediri in academic year 2017/2018. The students have difficulty to comprehend the text, lack motivation to read, and they have very limited vocabulary, even wrong spelling and grammar when answering the question.

Average Score between Pre-Test and Post Test

N= 30 Students	Pre-test	Post-test
Total Score	1620	2210
Mean	54	73.6

From the formulation above, it can be seen the differences between mean of pre-test and mean of post-test that shown students' reading comprehension was increased. The table above showed the mean score between pre-test and post-test.

The Statistical Computation of Using T-Test

DF	T-score	T-table 5%	T-table 1%	(Ha)	(Ho)
29	11,56	2,042	2,750	Very Significant	Rejected

From the computation above, it can be seen that t –score is 11,56 at the degree of freedom 29. Thus, t-table was 2,042 at the level significance of 5% and 2,750 at the level of significance of 1%. Thus, it means that t-score $(11,56) \geq$ t-table of degree significance of 5% and 1%. It means that t-score higher than t-table. There for, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It can be conclude that Running Dictation Technique has significant influence to the eigth grade students' reading comprehension at SMP Muhammadiyah 2 Kediri 2017/2018.

Based on the data analysis during the research, the researcher concluded that before the students taught by using Running Dictation Technique, the students have problem in reading descriptive text generally in comprehend the text, especially at the second grade students of SMPN Muhammadiyah 2 Kediri in academic year 2017/2018. The students have difficulty to comprehend the text, lack motivation to read, and they have very limited vocabulary, even wrong spelling

and grammar when answering the question.

The progress happens after the researcher gave the treatment. In the first treatment, the students are able to have understanding about descriptive organization and language features. In the second treatment, the students begin to practice how to answer the question with good answer that are include content, organization, and writing convention. The result can be seen in the post-test score in the following meeting. Their comprehension in reading descriptive text developed significantly.

The researcher found differences students' ability when Running Dictation Technique applied in reading comprehension. Such as, the first, positive interdependence, the students are able to learn from each other, bring good atmosphere in the class. They also responsibility worked together to ensure there is one product to their learning. They must check that everyone can understand and answer the question. Second, the students felt enjoy to learn English that motivating and fun lesson for the students. Third, Running Dictation Technique has made reading task more fun and interesting. Students are not able to comprehend a text if they are not interested in of a text. Especially to get specific information of the text, students have to

make a self connection to the text and the students' spelling increased. Fifth, equal participation, each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen. Dictation used to promote the skill of inferring from context.

The finding of this research supports the finding of the previous research by Aini (2015), Wati (2013), and Widayanto (2005). Based on previous studies above, it can be concluded that Running Dictation Technique is such a fun activity that makes students enjoy during teaching learning process and it can be apply not only in one skill but also in every skill together such as, listening, reading, speaking and writing. Researcher applies Running Dictation Technique in different skill that is reading. By using Running Dictation Technique it can comprehend reading comprehension in eight grade of SMP Muhammadiyah 2 Kediri.

Based on the data analysis, that t-score was 5,150 at the degree of significance of 29, t-table were 2,042 at the level of significance of 5% and 2,750 at the level significance of 1%. As stated in chapter IV if t-test$\geq$ t-table and degree of significance is very significance. So, Ho or null hypothesis is rejected. It means that there was a very significance influence of using Running Dictation Technique to the

students' reading comprehension on descriptive text in the eighth grade of SMP Muhammadiyah 2 Kediri. The students' reading comprehension in descriptive text after using Running Dictation Technique is better than before using Running Dictation Technique. It can be seen from their score test from the computation through t-test. Besides that, using Running Dictation Technique Technique make the students interested during teaching learning process. Moreover, using Running Dictation Technique might develop the students' motivation to comprehend the material.

From the finding above, it can be concluded that Running Dictation Technique is effective on students' reading comprehension because this technique was increasing the students' reading comprehension. This result hopefully can help the teacher to find another teaching technique for reading skill so it can comprehend student' reading comprehension the text. The progress happens after the researcher gave the Running Dictation Technique Technique the students are able to have understanding about descriptive organization and language features. The students felt enjoy to learn English that motivating and fun lesson for the students. So, bring a good atmosphere in the class. Running Dictation

Technique has made reading task more fun and interesting.

D. CONCLUSION

1. Conclusion

The researcher can conclud that Running Dictation Technique is effective in reading comprehension and from data analyziz proven that has significant between the students' reading comprehension in descriptive text before and after being taught Using Running Technique at the eighth grade of SMP Muhammadiyah 2 Kediri in academic year 2017-2018. The students worked together to ensure there is one product to their learning. They can check that everyone can understand and answer the question. They felt enjoy to learn English that motivating, Running Dictation Technique has made reading task more fun and interesting.

2. Suggestion

Based on the researcher's experience in doing research, the researcher would like to give some suggestion for the English teachers, students, and other researchers.

1. The English Teacher

The first suggestion is English teacher are suggested to use Running Dictation Technique to increase reading comprehension because Running Dictation Technique give significant effect in teaching reading and also English

teacher should be creative in giving materials in teaching learning process order to make the students more interested to learn the material. So, it better than the teacher use varied object, topic, text, test, task and teacher technique.

The second suggestion, English teacher should create a good and enjoyable atmosphere, it can help students enjoy in teaching and learning process, and teacher should to give clear instruction and loud sound because it will make the teaching learning process success.

The third suggestion, English teacher must be creative in facilitating the process of teaching and learning activity in the classroom, so that the students be more active.

Fourth suggestion, the English teacher should use Running Dictation Technique to increase the students' reading comprehension. Therefore, by giving this technique the students do not get bored and students will be more active to study reading material. Using Running Dictation Technique also the way to present the material, so that the students be able to follow teaching learning process as well as possible.

2. The Students

The students should be more pay attention to the classroom activity when the teacher gives explanation or give instruction, because the explanation and instruction from the teacher help the students to understand the lesson. The students should be active in teaching and learning process, if they do not understand about the materials, they should to ask the teacher.

The students must chance their think that reading is easy when they get exciting techniques to study the reading material. Students must be active in teaching learning process especially in reading class.

The students should read English material not only inside the class but also outside the class. Therefore, English can be their habits and it can change their reading comprehend.

3. Other Researchers

Other researchers are also expected to be able to improve and make the better research about Running Dictation Technique by finding the other references about Running Dictation Technique. The researcher hopes this effort will be useful for teaching reading for the purpose of comprehend the students' English achievements.

It is recommended that the similar study can be conducted in other schools, but at different level of junior or senior high school students. This research can be reference for the other researchers in their research in the same field.

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