IMPLEMENTING RUNNING DICTATION GAME TO INCREASE SPEAKING SKILL OF THE STUDENTS

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Abstract
Nowadays, there are many students in some school who felt bored, sleepy and languid during the learning process. Moreover, in the learning English process, most of students have though that learning English was hard. Because English has differences in spelling and the writing, students got difficulties and had less in speaking skill. Teacher found that most of them used their native language during the English lesson process. So that, the aims of the study is to know whether the communicative approach, exactly running dictation game effective for increasing the speaking skill of the students or not. The subject of this research will be the students at 11th grade of MA. Unggulan Amanatul Ummah Surabaya. This research will use observation and data recording to collect the data. Furthermore, the other aim is to know how to implement the running dictation in teaching English. This study will use observation and recording documentation to collect the data.

Keywords: Running dictation, speaking skill, Students.

INTRODUCTION
Learning English is becoming big problem for most of the students. It is looked when in the teaching and learning process students feel bored, lazy and some of them are sleepy. Furthermore, students are less interest in learning English. They are not really active in the class and be quite. Most of them keep silent. It seems that they are less in speaking skill and listening skill. It is shown when they are still use their native language during the learning English process. They also seems like do not understand while teacher explain by using English. However the teacher use the traditional method in teaching English. The teacher also use native language to make sure that the students understand with the material that had given by the teacher. Running dictation can be applied in teaching English to build students
motivation and increase the skills of the students. Running dictation an approach that can be used by the teacher to achieve students speaking and listening skills.

Speaking skill is the basic skill that students should have. All students should be master in speaking skill. Because, having a good speaking skill in some languages will be more beneficial for the students. Exactly the students will be easier to communicate with native or some other people from other country by using English. So that, having a class with less speaking skill students, the teacher should try to engage the students’ motivation and also the students’ skill. It also relate to the (Gard & Gautam, 2015) which stated in (Sari Dewi dkk, 2017) speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and it’s used to communicate. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skill but also easier for them to get job. More than it, they will not find it difficult to communicate and interact with people around the world when they travel.

Dictation is one of technique that can be used in teaching listening. In the Longman dictionary of Applied Linguistics, “dictation” is defined as a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers (Intan, 2017). Dictation is one of teaching model that we can use to increase the students’ listening skill. Moreover, by running dictation game, students’ can also improve their writing and speaking skill. But the most skill that can be increased by implementing running dictation game are listening and speaking skills.

It was related to the (Ita, 2014), she stated on her journal that Running dictation game is a game that uses dictation technique and can be applied in writing class. Because this technique is often used to make the class life and inject the students fun into the learning. Well by creating fun atmosphere in the classroom, it may motivate the students in learning English. It can be a problem solving for the most students especially for EFL (English foreign language).
Because of that problem, by implementing running dictation game this study is predicted that it will improve the students’ speaking skill. Besides that, students will be more active in the class during the learning process. There will be a significant changes from the students’ speaking skill and scores, pre-test and post-test. Having significant changes in hypothesis, this study has some purposes. The first purpose is to know the way how to implement running dictation game in English teaching. The second purposes is to know whether the running dictation game is effective to improve the students’ speaking skill or not.

RESEARCH METHODS

This study is designed as the classroom action research which this research is done by the teacher in the classroom. This research is aimed to solve the problem of the class or to reflect the teaching and learning process. It also relate to the (Borgia, S. 2003) that stated in (Latief, M.A. 2017) He said “Classroom Action Research starts from teachers’ serious concern about their success in their own instructions, their students’ learning progress, their students’ behavior, their students’ learning problems, and the learning environment, which they always assess throughout the whole process of instruction for the purposes of planning, implementing, and evaluating improvement”. This study also can be done collaboratively with other researcher. But, here the teacher do the study by herself. Well, to collect the data of this study the teacher used observation to know the condition of the class. Then after knowing the condition of the class, the teacher as the researcher found the problem of the class.

To solving the problem which the students had less in speaking skill, the teacher plan to use running dictation to improve the skills of the students. First thing first, of course the teacher will give the instruction and the explanation to the students about what will going on. The teacher will tell the instruction clearly to all of the students. The teacher will use game based learning, running dictation game. This game will be in group. So that, teacher will divide the students into some group. In each group, there will be one note taker, and four dictator. The next, teacher will divide the students into some group, group of five. One
students will sit in a chair as the note taker while the four will go around to look for some sentences and then dictate it to the note taker. Then ask the students to apply and implement the running dictation in the learning process.

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<tr>
<th>Stage</th>
<th>Process</th>
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<tbody>
<tr>
<td>Activity 1</td>
<td>Teacher greets the students and pray together</td>
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<td>Activity 2</td>
<td>Teacher elicit the students by practicing dictation to one of the students</td>
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<td>Activity 3</td>
<td>Teacher tells the students that the class activity will be game based learning – running dictation game.</td>
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<td>Activity 4</td>
<td>Teacher divides the students into some group- group of five, then explains the role of each member of group. One students will be the note taker and the four students will be the dictator.</td>
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<td>Activity 5</td>
<td>Teacher explains the rules of the game to the students clearly – make sure all students get the points.</td>
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<td>Activity 6</td>
<td>Students practice the game</td>
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In the implementing game process the teacher will do recording documentation during the process of implementing the running dictation game in the class and also do observation along the learning process to collect the data of implementing game for knowing the students significant changes of students’ speaking skill. After getting the data, the teacher need to analyze the data. In analysis the data, the researcher will do assembling the data. Then, if necessary the researcher will do comparing the previous data and the data of the observation during the implementing game.

RESULTS AND DISCUSSION

As the research aim, the result of this study is not as the teaching and learning English as before. Where the students looked not enthusiastic in learning English. Furthermore the students looked felt bore in the class and also they were less in speaking skill. However, the result of this study will show that the students maybe more active in the class. They will
enthusiastically do the learning English process. Moreover, the students will be more speak up in the class. The class will be student center rather than teacher center.

Based on the data that collected by using recording documentation, it will show the procedure of the implementing running diction game in the class room. The first, teacher will prepare some sentences in the paper. Then, teacher tell that on that meeting the learning process will use game based learning model. Next, the teacher divides the students into some group, maybe group of 5. After that, the teacher tell to the students what will and should they do in the class. After making sure that all student understand the rule of the game. The next is, the teacher go outside the class to put the paper in some places. Well, the students do the game. One student from each group will stay in the class as the writer while the other students should look for the sentences and then dictate it to the writer.

CONCLUSION

This research is based on the problem that accorded in the class, the second grade of MA. Unggulan Amanatul Ummah. The aim of this research is to know the procedure of the implementing running dictation game to improve the students’ speaking skill. So that, hopefully after implementing the running dictation game, the students will be more enthusiastic in learning English and also can be more active in the class. Hopefully, after implementing running dictation game, the teacher can find the significant changes of the students. The students can be more active especially in speaking skill of the students. Moreover, they can practice using english in classroom communication among the students and the teacher.
REFERENCES


