IMPLEMENTATION OF RUNNING DICTATION TO INCREASE READING COMPREHENSION IN ENGLISH EXPRESSION

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Abstract

The research method applied in this research is a case study where data obtained through an interview, questionnaire, observations, and documentation. Students of the second-semester of the PG-PAUD Study Program were as respondents numbered 15 people. The results of this study obtained a description that the Implementation of Running Dictation Strategy is very feasible to use and effectively increases students' motivation in reading comprehension, especially literal reading comprehension. They have very positive responses and are very enthusiastic in learning to read comprehension through a running dictation strategy that at the same time increases their participation in working together in completing reading comprehension tasks. They are relaxed, happy, and easier for them to understand reading comprehension, although there are still some students who experience obstacles in reading comprehension. This should be a concern of teachers in selecting content in reading based on reading level.

Keywords: Running Dictation, Reading Comprehension, and English Expression

BACKGROUND

One of the international languages for conveying/connecting information from one country to another is English in all aspects of life such as political, economic, agricultural, and educational activities. Therefore we should receive the presence of English in Indonesian society, especially in the education community.

English in Indonesia used as a foreign language becomes a compulsory subject that is applied to students at the primary, secondary, and tertiary levels. With the understanding that the presence of English becomes a challenge for the Indonesian generation in the world of education to race in mastering it so that it becomes an investment of the younger generation in communicating at seminars, workshops, regional, national, and even global conferences.

In learning English, there are four abilities that must be mastered by students, namely listening, speaking, reading, and writing, then the language components, vocabulary, structure, and pronunciation. Language skills and sub-skills must be integrated and have a strong relationship with one another.

However, the reality in the field found several problems faced by students in reading comprehension. Teachers have implemented a learning strategy but need a creative, effective, and dynamic strategy where students are invited to be active in the teaching and learning process not only to simply ask them to read one by one, correct their reading or have them answer questions. Naniwarsih and Andriani (2018) add that Materials, contexts, and also lenght of the text must be paid more attention. So, Syukri and Humaira (2019) say that this issue requires full attention that teaching and learning English for them nowadays becomes challenging and sometimes frustrating.

A lot of information is obtained from the results of research comprehending reading texts. The first is Rethinking Reading Comprehension Instruction: A Comparison of Instructions for strategies and content approaches, McKeown et al. (2009) suggest that reports from research and the larger educational community show that too many students have limited abilities to understand texts.

The students with the low comprehender profile demonstrate weaknesses in understanding what they read despite being able to read (Clarke et al., 2013). It means that however they can read and pronounce the type of text well, unlucky the ability to read comprehension of students included in the poor category.

The third research result is with the title of the research is the Level of Reading English Text Ability: Case Study of IAN Bilingual Class Students Purwokerto. The results showed that a) TOEFL test results showed that the average TOEFL score of bilingual students was 390, with an average reading ability of 37 out of a total score of 67. b) The essay reading test results showed that their ability to read English texts was also classified as very low, (Muflihah, 2014). Thus, the TOEFL ability score and reading ability of bilingual students are included in the low category.

Three examples of the previous researches result seemed to have the same case based on preliminary observations made by researchers to students of Early Childhood Teacher Education Study Program (PG-PAUD), Faculty of Teacher Training and Education, University of Muhammadiyah Palu, which were still not optimal. 1) Students still lacked interest in reading text comprehension in English, 2) Students had limited vocabulary, 3) Students still were difficult to find the answers contained in the reading. 4) The strategy applied was less varied.

The researchers arranged research problems namely: how is the ability of the second-semester students of PG-PAUD FKIP at the University of Muhammadiyah Palu in applying Running Dictation strategy for reading comprehension in English Expression?

How is the effectiveness of the Running Dictation strategy implementation in reading comprehension in English Expression to the second-semester students of PG-PAUD FKIP at the University of Muhammadiyah Palu?

How is the response of second-semester students of PG-PAUD Study Program of FKIP at the University of Muhammadiyah Palu by implementing Running Dictation strategy for reading comprehension in English Expression?

The objectives of this research were to describe the ability of the second semester students of PG-PAUD Study Program of FKIP at FKIP University of Muhammadiyah Palu in applying the Running Dictation strategy on Reading Comprehension in English Expression.

Next, to describe the effectiveness of the implementation of the Running Dictation strategy in reading text comprehension in English Expression to the second semester students of PG-PAUD Study Program of FKIP at University of Muhammadiyah Palu.

Finally, to describe the response of the second semester students of PG-PAUD Study Program of FKIP at University of Muhammadiyah Palu in reading comprehension through Running Dictation strategy in English Expression.

According to Butler (2014), real reading is something that occurs after you recognize the words. You haven't read anything until you've comprehended it. Added as well by Shannon (2008) that the research body on reading strategy training suggests students who are able to take both top-down and bottom-up approaches to reading can improve their reading comprehension. Therefore, researchers observed phenomena that occurred in the classroom and was assisted by the team in

implementing the Running Dictation Strategy so that the results of this study can motivate students to increase their interest in reading comprehension and become dynamic activities.

Reading is all about comprehension. Comprehension means more than just understanding words and definitions; it means understanding the ideas being communicated, (Butler, 2014). Many foreign language students often have been a reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes, (Richard & Renandya, 2002). The purposes of reading can be reached in some ways mentioned by the experts. So, reading comprehension is to understand the meaning or make sense from the text or printed materials and a reader is considered to be successful in comprehending text when s/he has caught the idea that the writer wants to share.

In terms of reading comprehension, each expert introduces a different level of reading comprehension. Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story (McNamara, 2007). It is one of the learning activities that need the skill to reach purpose for reading based on the level in starting from low level to high level. There are several levels of reading comprehension classified by Berry (2005) namely literal, inferential, and applied comprehension. According to Barret, T in Brassel and Rasinki (2008) that the three-level taxonomy of reading comprehensions such as Literal Comprehension, Inferential Comprehension, and critical comprehension. Yet, in the current research, researchers focus on literal comprehension reading skills.

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text (Brassel & Rasinki,

2008). By applying it, reader can realize directly information from a passage such as names of human beings, locations, numbers, things, and so on.

In addition, the literal understanding according to Berry (2005) states that students do not need to understand the true meaning of paragraphs, but they can remember the information. The instructor might ask them to read a chapter about a specific date or fact and students will remember that date or fact. However, even though they have memorized facts, dates, names of people or places, it does not mean that they need to understand the full meaning or implications of these dates and facts that are applied to other situations.

In short, the purpose of literal understanding is to identify the specific information presented by the writer and requires the reader to respond to what the writer says, and usually there is only one correct and correct answer.

Running Dictation Strategy

The Running Dictation Strategy is an activity carried out both inside and outside the classroom. Running means running while dictation means dictating. Running dictation means dictating while running or walking. Some experts say about running dictation. This is a lively activity that practices speaking, listening, writing, walking and remembering (Nancy, n.d.). Dictation is a technique where the learners receive some spoken input, hold this their memory for a short time, and then write what they heard Nation & Newton (2009). It is a technique in teaching and learning activities involving the activity of students where they can learn, run, talk, and write what the group has read. They read quickly pasted text on the wall, receive some information that is spoken and they memorize it in a short time then run to the group and write what they hear. It means that members in each group take part to be a runner and a writer and they cannot run together for reading attached small poster

on the wall and write down information on provided paper. They have to take turns doing their job. For those who violate the agreed rules, scores will be reduced.

According to Nation and Newton (2009), a dictation text is a piece of connected language about 100 to 150 words long. It is usually chosen so that it is reasonably complete in itself and contains material that suits the level of the learners for whom it is intended. So, selected passages depend on reading comprehension level of the students.

The theory behind running dictation is a dictation of walking makes students get out of their seats and involve in communicative group work or pairs by reading various contexts levels. Students keep either words or groups of words in their memories when walking or running back to their group or vice versa. They alternate with group friends or partners who sit and it can be useful communication. In addition, Lems et al. (2010) state that another way of checking comprehension is to ask students to retell the gist of each paragraph to a partner. Another way to check comprehension is to have students retell the point of each paragraph with a partner. So, reading comprehension apart from interacting between readers, writers and the reading text itself turns out to also check reading comprehension through a partner or group member.

In accordance with Nancy (n.d.) that the steps in implementing Running Dictation are broken down into 1) select a short section or dialog and make several copies. Place a copy around the classroom wall. 2) Enter students in pairs or small groups. The goal is for one of the students in each pair or group to walk or run to read the text that has been posted on the wall. They remember some parts and walk (or run). 3) Return to groups or partners. They quietly dictate what they read and remember and convey to the group or write directly on the paper provided. Then they switch roles. During a few rounds, they will build an entire section. This means they really have to run back and forth because students will only remember three or four words at a time. 4) The winning pair or group is the one who completes the first reading comprehension task even though the teacher or lecturer needs to check for errors.

METHOD OF THE RESEARCH

This research is a case study, which is more concentrated on in-depth observation of the core phenomena that occur naturally (Raco, 2018). Direct data or natural data in question is that the researcher makes direct observations of the phenomenon of learning that takes place naturally without any manipulation of the subject to be studied and assisted by the team in implementing this Running Dictation Strategy.

Respondents in this study were 15 students of the Department of Education, Teacher Education, Early Childhood Education (PG-PAUD) Academic Year 2019/2020 FKIP Muhammadiyah University of Palu.

Data from interviews and observations were mixed through a descriptive translation of information obtained from the answers given by the lecturer in the interview session by comparing data before and after the implementation of reading comprehension text in English Expression through Running Dictation Strategy. By comparing these two data sources (interview data and implementation data) the researcher described them in narrative form.

Furthermore, according to Budiaji (2013), the Likert scale has four or more question items combined so as to form a score/value that represents individual traits, for example knowledge, attitudes, and behavior. Therefore, the questionnaire data that was obtained from this study are analyzed using a Likert scale that was taken from the website (Choizes, 2013), the first thing to do is find out the interval (range of distances).

FINDINGS AND DISCUSSIONS

The results of the research process in the field were carried out well in the second-semester students of the PG-PAUD Study Program Faculty of Teacher Training and Education in the 2018-2019 academic years, the University of Muhammadiyah Palu, of which 15 students were respondents from this study.

Findings

Interview Results

Researchers have conducted interviews with one of the English teachers in the Study Program of PG-PAUD at the University of Muhammadiyah Palu with some important points, as follows:

There are still many students who are constrained or somewhat lack understanding in reading comprehension in class and problems often faced in understanding English reading due to they have lack of vocabulary stock. Especially when finding new words (still unfamiliar) they find it difficult to find meaning, it is difficult to pronounce the word, it is rather difficult to determine the main idea and it is still difficult to make conclusions from a reading of possible reading that is too long.

Another thing that was conveyed when instructed to reading aloud, they looked shy (felt laughed by their friends) and afraid of mispronouncing. To overcome students' difficulties in reading comprehension, lecturers invite students to join together or each student to say and repeat a difficult word (drilling).

In addition, methods or techniques used by teacher in reading comprehension include reading to find the main idea of a paragraph (skimming), speed reading to get specific information (scanning), discussion and teaching how to determine the main ideas of each paragraph, and observe them when reading (directed reading).

She continued that during the teaching and learning process of reading comprehension some of them appeared to be passive in the process of reading comprehension, others appeared whispered; there were also discussions without regard to the material being distributed while some of those who were active dominated the class. But they are sometimes enthusiastic when reading interesting topics.

During the interview process, the research team asked about the Running Dictation Strategy whether it had been applied before in reading comprehension classes. Apparently, this strategy has never been applied yet in the reading comprehension class in the second semester students of the Unismuh PG-PAUD Study Program in Palu.

The teacher also suggested students practice more reading comprehension with reading English topics and then try to find meanings from difficult (less familiar) words.

Questionnaire Results

The questionnaire sheets given to respondents have been returned by them for analyzed as a whole in which it consisted of fifteen items statements. From number 1 to 3 was about the participants' motivation. Then, from number 4 to 6 was about reading comprehension, and from number 7 to 9 states about sub skills. Meanwhile, number 10 to 12 was about student's activity in the classroom.

The responses that varied from respondents after the Running Dictation Strategy were applied by giving the percentage index formula to each questionnaire statement as follows:

Table 1. Interesting to learn English Subject

Statement	Choice	Fre-quency	Index
I am interested to learn English subject.	1. strongly disagree	0	0
	2. disagree	1	2
	3. neutral	2	6
	4. agree	7	28
	5. strongly agree	5	25
		15	61

The formula index% is 61/75 x 100
It is 81.3% or equal to strongly agree that learning English is interesting subject.

Table 2. English is fun

Statement	Choice	Fre-quency	Index
Reading English comprehension is fun	1. strongly disagree	0	0
	2. disagree	0	0
	3. neutral	1	3
	4. agree	8	32
	5. strongly agree	6	30
		15	65

It is 86.7% or equal to strongly agree that the English course is a fun subject.

Table 3. English reading material is various topics

Statement	Choice	Fre-quency	Index
I like English reading material because it has various topics	1. strongly disagree	0	0
	2. disagree	0	0
	3. neutral	1	3
	4. agree	9	36
	5. strongly agree	5	25
		15	64

It is 85.3% or equal to strongly agree that the English reading material is various topics.

Table 4. Finding answers explicitly

Statement	Choice	Fre-quency	Index
I can find answers directly from the text based on the questions given by the teacher.	1. strongly disagree	0	0
	2. disagree	2	4
	3. neutral	1	3
	4. agree	7	28
	5. strongly agree	5	25
		15	60

It is 80,00% or equal to strongly agree that the answer directly from text is easy to find.

Table 5. Finding answers implicitly

Statement	Choice	Fre-quency	Index
I can find answers indirectly from the text based on the questions given by the teacher.	1. strongly disagree	3	3
	2. disagree	10	20
	3. neutral	2	6
	4. agree	0	0
	5. strongly agree	0	0
		15	29

It is 38,60% or equal to disagree that the answer indirectly from text is difficult to require the students to make inferences based on information in the text.

Table 6. Understanding the main topic

Statement	Choice	Fre-quency	Index
I understand the main topic of an English reading text.	1. strongly disagree	1	1
	2. disagree	1	2
	3. neutral	2	6
	4. agree	11	44
	5. strongly agree	0	0
		15	53

It is 70,66% or equal to agree that the respondents agree because they understand in determining the main topic of an English reading text.

Table 7. Understanding text by mastering vocabulary

Statement	Choice	Fre-quency	Index
I understand the reading text because I can master the vocabulary.	1. strongly disagree	0	0
	2. disagree	2	4
	3. neutral	8	24
	4. agree	4	16
	5. strongly agree	1	5
		15	49

It is 63,33% or equal to agree that the respondents agree because they understand the reading text because I can master the vocabulary.

Table 8: Understanding text by mastering tenses

Statement	Choice	Fre-quency	Index
By mastering tense, I can understand reading text.	1. strongly disagree	5	5
	2. disagree	8	16
	3. neutral	1	3
	4. agree	1	4
	5. strongly agree	0	0
		15	28

It is 37,33% or equal to disagree that the respondents disagree because they have not mastered using tenses yet.

Table 9. Understanding reading text by mastering structure/grammar

Statement	Choice	Fre-quency	Index
I can understand reading text by mastering structure/grammar.	1. strongly disagree	5	5
	2. disagree	7	14
	3. neutral	2	6
	4. agree	1	4
	5. strongly agree	0	0
		15	29

It is 38,66% or equal to disagree because the respondents can't understand reading passage by mastering structure/grammar.

Table 10. Reading text by searching meaning of words or sentences by Google translate.

Statement	Choice	Fre-quency	Index
I can overcome the problem of reading comprehension by searching for words / sentences in Google translate.	1. strongly disagree	0	0
	2. disagree	0	0
	3. neutral	1	3
	4. agree	7	28
	5. strongly agree	7	35
		15	66

It is 88,00% or equal to strongly degree because the respondents can recognize the meaning of words and sentences by searching them in Google translate.

Table 11. Understanding passage by asking a teacher

Statement	Choice	Fre-quency	Index
I can understand reading text by asking my teacher	1. strongly disagree	0	0
	2. disagree	1	2
	3. neutral	2	6
	4. agree	6	24
	5. strongly agree	6	30
		15	62

It is 82,66% or equal to strongly degree because the respondents can understand the content of the reading text by asking their teacher.

Table 12. Understand reading comprehension by memorizing English vocabulary.

Statement	Choice	Fre-quency	Index
I can have reading comprehension by memorizing English vocabulary	1. strongly disagree	0	0
	2. disagree	0	0
	3. neutral	3	9
	4. agree	11	44
	5. strongly agree	1	5
		15	58

The respondents' result shows that 77.33% agree to understand reading comprehension by memorizing English Vocabulary.

Table 13. The Strategy Running Dictation Technique in reading comprehension is a very interesting way

Statement	Choice	Fre-quency	Index
The Strategy Running Dictation Technique in reading comprehension is a very interesting way	1. strongly disagree	0	0
	2. disagree	0	0
	3. neutral	2	6
	4. agree	8	32
	5. strongly agree	5	25
		15	63

Table 13 shows the most respondents' comments agree that the strategy Running Dictation Technique in reading comprehension is a very interesting way. After calculating the index, it is 84.00% or equal to agree.

Table 14: Enjoy for learning reading comprehension with group work

Statement	Choice	Fre-quency	Index
I enjoy for learning reading comprehension with group work.	1. strongly disagree	0	0
	2. disagree	0	0
	3. neutral	0	0
	4. agree	8	32
	5. strongly agree	7	35
		15	67

They agree that reading comprehension with group work is comfortable. After calculating the index, it is 89.33% or equal to strongly agree.

Table 15: Discussions with friends make me understand reading.

Statement	Choice	Fre-quency	Index
Discussions with friends make me understand reading	1. strongly disagree	0	0
	2. disagree	0	0
	3. neutral	2	6
	4. agree	12	48
	5. strongly agree	1	5
		15	59

The result of table 15 is 89.33% or equal to agree. They can understand the reading passage by discussing with their friends.

After calculating the final completion of each questionnaire, the recapitulation of the respondent's answers is calculated to find an average, namely:
Average score is 833/15 = 55.53
Next, the percentage score is determined:
Score percentage is 55.53/75 x 100%
So, final result is 74.04% or it is categorized agree or good

Observation Results

In accordance with the results of observations in the field conducted by the research team on second-semester students of PG-PAUD at the University of Muhammadiyah Palu by using a checklist showing that student motivation increased. This can be seen from the students' activity when implementing the Running Dictation strategy.

Furthermore, before the application of the Running Dictation Strategy where the beginning of normal learning activities sometimes sounds a little whispering, they are more likely to be passive because sometimes it is stiff in interacting with their friends and lecturers before implementing the Running Dictation learning strategy. When lecturers give questions, they appear shy in answering.

In implementing the Running Dictation Strategy way, students start to get busy in classroom when the teacher divides them into some groups. They got busy

themselves by finding friends in one team until four groups were formed, each group having five members. In situations where groups have already formed, some raise their hands to start asking which at first, they appear shy to ask questions. This indicates that they are starting to be active in new situations. There are available five colored papers containing the reading text affixed to the wall, each of them striving far apart. The teacher explained the steps in implementing Running Dictation Strategy.

When the implementation of the Running Dictation Strategy begins, they focus on their respective group tasks. They did not have time to chats or tell their friends other than discussions because they did not have time to talk. Their time is limited to completing assignments given by the teacher, so they are busy completing the reading comprehension text by each group.

Although they were a little rigid in reading the text posted on the wall with a stretched index finger so that they did not want to miss a single letter, but they were enthusiastic about having a turn to run to the reading text, they memorized and then returned to the group to complete their task.

After they carried out the running dictation activity, the next activity of the study provides instructions for them to make questions and answered by other groups based on readings posted on the wall. Each group took turns giving two questions to the group they were pointing at. The group that gives questions gives the opportunity two to three minutes to answer the question to the group they designate. The topic on that day was a school trip to Tanjung Karang. They make some questions, such as *who is the chairman of class B?* or *please, mention the telephone number of Rangga!* Other groups cannot wait to answer the question but it is not their turn to answer it.

Sometimes there are groups who do not understand or are not clear what is asked or sometimes the pronunciation is not right, as stated by Gilakjani et al. (2011) that pronunciation is a very important factor in learning English and even mistakes in pronunciation are the most frequent mistakes found in learning English. Harmer (2014) stated that pronunciation is not a major concern by teachers and students consider that learning pronunciation makes time wasted. This is one of the obstacles in the teaching and learning process.

Sometimes it is difficult to understand what they are saying so they are directed to go forward writing their questions on the whiteboard. They enthusiastically followed the running dictation activity until the allotted time had been over.

Discussion
From the calculations of questionnaire result, a percentage of 74.53% or the category of agreed/good was obtained, the respondents agreed that the implementation of Running Dictation to improve reading comprehension in English Expression. This shows that their motivation increases with the new strategies they are familiar with even with the same subject. According to Ghufron and Riswanti in Rizqi et al. (2018) that intrinsic motivation is as an impulse that is in the individual where he/she feels happy after doing a series of tasks. Judging from the results of the questionnaire after the respondent carries out a running dictation activity; the respondent is more motivated to solve a problem or task because finding a new activity in collaboration with the group mate makes them enthusiastic and happy.

Conversely, there are responses that require special attention in reading comprehension, namely statements in numbers 5, 8, and 11. The percentage of statement number 5 is only 38.6% or included in the category of disagreeing. This means that respondents still have difficulty finding answers that are not direct or implicit from the reading. While number 8 on mastery of tenses, the students can

understand reading comprehension only 37.33% or in the category of disagree. This means that respondents are still lack understanding in identifying or mastering tenses in the reading text. Point number 11, namely understanding the context of reading by asking the teacher shows 56% or only included in the sufficient category. It indicates that respondents are still reluctant to ask more routinely from the teacher.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis of research data, it can be concluded that: Implementation of Running Dictation Strategy is very feasible to use and effectively increases students' reading motivation, especially literal reading comprehension, that is, questions that are explicit in reading (memory) or find answers directly on reading comprehension texts.

They have very positive responses and are very enthusiastic in learning to read comprehension through a running dictation strategy which at the same time increases their participation in collaborating in completing reading comprehension tasks.

In the teaching and learning process, they are relaxed and happy making it easier for them to understand reading comprehension, although there are still some students who experience obstacles in reading comprehension. This should be a concern of teachers in selecting content in reading based on reading level students can love the culture of reading.

Furthermore, researchers should further develop enrichment activities in this case Running Dictation Strategy can be developed by carrying out activities that relate to other skills for example when they are running dictation, they must retell what they read to friends of their group (storytelling) with speaking skills or jumbled sentences (randomized sentences) on writing skills.

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