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## The Implementation of Running Dictation Strategy to Improve Students' Vocabulary in Grade VIII at SMP Negeri 9 Ambon

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### Abstrak

Latar belakang penelitian ini didasarkan pada fenomena bahwa siswa mengalami kesulitan mempertahankan fokus dalam kelas karena kurangnya kosakata. Dengan kurangnya kosakata, siswa menunjukkan partisipasi rendah dalam kegiatan pembelajaran dan ketidakmampuan untuk mengikuti pelajaran yang mengakibatkan mereka gagal dalam ujian sumatif. Untuk meningkatkan kosakata siswa, guru memerlukan pendekatan baru untuk membantu siswa yang mengalami kekurangan kosakata. Running dictation adalah kegiatan yang telah terbukti dalam penelitian sebelumnya dapat meningkatkan penguasaan kosakata siswa. Penelitian ini memiliki dua tujuan, yang pertama adalah untuk mendeskripsikan implementasi running dictation dalam meningkatkan kosakata siswa di kelas delapan SMPN 9 Ambon, dan yang kedua adalah untuk mendeskripsikan tanggapan siswa terhadap penggunaan kegiatan running dictation. Penelitian ini merupakan penelitian tindakan kelas. Dilaksanakan melalui dua siklus yang berbeda dengan beberapa modifikasi pada rencana pelajaran yang digunakan pada siklus kedua. Selain itu, hasil penelitian menunjukkan peningkatan penguasaan kosakata siswa dan partisipasi aktif dalam kegiatan di kelas.

Kata Kunci: *Penelitian Tindakan Kelas, Running Dictation, Kosakata*

## Abstract

The background of the study in this research is based on the phenomenon that students have difficulties in maintaining focus in class as they have lack of vocabulary. With their lack of vocabulary, students show low participation on lesson activities and inability to follow the lesson leading them to fail the summative test. To improve students' vocabulary, the teacher needs a new approach to help the students with the lack of vocabulary. Running dictation is an activity proven by past studies to improve students' vocabulary mastery. This research has two purposes which the first one is to describe the implementation of running dictation in improving students' vocabulary at the eighth grade of SMPN 9 Ambon, and the second one is to describe students' responses about the use of running dictation activity. This research is classroom action research. It is conducted through two different cycles with some modifications on the lesson plan used in the second cycle. Moreover, the result shows students' improvement on vocabulary mastery and active participation in activities held in the class.

Keywords: *Classroom Action Research, Running Dictation, Vocabulary*

## INTRODUCTION

Learning English as second language is hard. It is even harder for Indonesian students who learn English as their third language yet. There are a lot of possible reasons; the differences in grammar and structure, pronunciation, limited exposure to English, and even the lack of confidence. Nevertheless, it is possible to learn English. In addition, to learn the language effectively, students should be exposed to the language itself. By exposing the language, students have the chance to acquire the vocabulary needed to communicate. Dr. Michael Lessard-Clouston (2010), professor of Applied Linguistics at Biola University, explained that vocabulary is the foundation of language learning. Without words, there is no language. Additionally, vocabulary is the key to communication, and it is essential for reading, writing, speaking, and listening in English. Thus, the students have to acquire the vocabulary in the language as the first step.

Based on the preliminary observations in Grade 8 SMPN 9 Ambon for two semesters, students have difficulties to maintain focus in an English class. After having some casual interviews with the students, the researcher found that students have lack of vocabulary leading them to be unable to follow the lesson and get distracted along the learning process. For an example, after an English lesson about simple past tense, the researcher asked the students to translate the sentence used in the class; Rudy and Amy did their homework at school yesterday. The students find it difficult to translate nor creating a sentence with equal meaning.

Based on the problem that occurred from the class VIII9 SMPN Ambon containing 32 students, there are around 25 students who have similar difficulties. After some literature

review sessions, the researcher found that Running Dictation is an activity that can help improve students' vocabulary. Kuo and Anderson (2010) found that running dictation improved students' vocabulary knowledge and retention compared to traditional vocabulary instruction. Thus, the researcher would implement the Running Dictation strategy in expect to improve students' vocabulary with satisfying result.

From the description above, the researcher is encouraged to conduct classroom action research with the aim to improve students' vocabulary under the title, "The Implementation of Running Dictation Strategy to Improve Students' Vocabulary in grade VIII at SMP Negeri 9 Ambon".

Vocabulary, according to Nation (2013), refers to the words that a person knows and uses in a particular language. This includes both the words that a person can recognize and understand when they encounter them in speech or writing, as well as the words that they can use themselves when speaking or writing. When a person maintains enough vocabulary knowledge, he or she may learn a new language effectively.

Vocabulary knowledge is an important aspect of language proficiency, as it allows individuals to communicate effectively and understand the meaning of what they read or hear. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Vocabulary learning involves both intentional and incidental learning, and can be facilitated through a variety of strategies, such as reading extensively, using flashcards, and practicing with authentic materials. Instruction in vocabulary involves more than looking up words in a dictionary and using the words in a sentence. It can be developed through fostering word consciousness, an awareness of and interest in words, and through research on word origins or histories. Effective vocabulary instruction fosters knowing words, using words, and understanding how words work. In the perspective of a teacher, there are various of teaching strategies that could be used to teach vocabulary. Schmitt (2010), in his book, discusses vocabulary teaching strategies, such as using word cards, semantic mapping, and word association games. These strategies are designed to help students learn new words and reinforce their understanding of vocabulary in context.

According to Schmitt (2010), running dictation is a vocabulary teaching strategy that involves students working in pairs to read and write a text. One student reads the text and then runs to their partner to dictate what they have read. The partner writes down the dictated text, and then the students switch roles. This activity can be used to teach vocabulary in context, as students encounter new words in the text and must use their knowledge of the language to understand and use them.

It is proven by past studies that this strategy would bring positive impact on students' progress in vocabulary learning. According to Huang (2016), running dictation is a vocabulary teaching strategy that can help EFL learners improve their vocabulary learning. This activity can help students learn new words in context, as they encounter them in the text and must use their knowledge of the language to understand and use them. Huang (2016) conducted a study to investigate the effects of running dictation on EFL learners' vocabulary learning. The results showed that the students who participated in the running dictation activity had significantly higher scores on a vocabulary test than those who did not participate. The study suggests that running dictation can be an effective strategy for teaching vocabulary in an EFL context. Running dictation, according to Scrivener (2012), is a vocabulary teaching approach in which students work in pairs to read and write a text.

Overall, running dictation is a vocabulary teaching strategy involving several aspects which are movement, collaboration, vocabulary in context, and active learning. If these characteristics are fully implemented in the activity, it can help to make the activity become more engaging and effective for students.

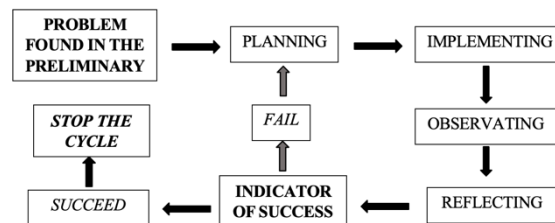
The purposes of the current study are to describe the implementation of running dictation in improving students' vocabulary at the eighth grade of SMPN 9 Ambon and to describe students' responds about the use of running dictation activity. The research questions to answer in this study are: 1) How can running dictation be implemented to improve students' vocabulary at the eighth grade of SMPN 9 Ambon? 2) What are the responses students show about the use of running dictation activity?.

## RESEARCH METHOD

The method used in this study was classroom action research (CAR) which was derived from from the root of action research. According to Burns (2010), classroom action research is a process of inquiry that involves teachers investigating their own teaching practices in order to improve student learning. Burns explained that EFL/ESL teachers should conduct CAR in their class to improve the process of English learning. Thus, it is safe to say that CAR is a process of reflecting and evaluating as it aims to bring an improvement in the English teaching practice.

Based on the statement above, classroom action research is a study carried out to overcome diagnosed difficulties in learning activities in a class. It is effective to improve the quality of teachers, administrators, students, and even teaching procedures. Furthermore, it will give better results when conducted collaboratively in teaching-learning process.

The research was conducted at SMPN 9 Ambon, which is located in Jln. Wolter Monginsidi, Lateri, Banguala, Ambon. The researcher chose eight grade students, especially VIII9, as the subject of the study. In the process of conducting the study, the researcher cooperates with a teacher in preparing and applying the procedure. It is started from the planning where all the things needed in the research were prepared, then implementing where all the things prepared were applied in the class, and ended with evaluation where the researcher reviewed, reflected, and analyzed the data (see figure 2.1).



Figures 2.1 Procedure of the research

### 1. Planning

In this stage, the researcher would collaborate with the teacher to plan the schedule in implementing running dictation activity in the class. This stage was done with the researcher planning on how many meetings in a week the researcher could get, what kind of lesson plan the researcher should prepare to implement the activity, and what kind of test the researcher should create at the end of each cycle.

### 2. Implementation

According to Arikunto (2009), the implementation or the action stage should be implemented at least two cycles continuously; and the time period of each cycle depends on the material needs that included in the semester or annual program designs by the teacher. Related on the condition of limited teaching-learning period, the researcher and the teacher took the action stage during two weeks within two cycles in which each cycle consists of two meetings.

### 3. Observation

Observation is the activity of collecting the data which would be reflected to an extent how the result in the implementation stage reaches the objective of the study. The data taken in this stage were quantitative data (students' score) and qualitative data (students' response).

#### 4. Reflection

In this stage, the researcher reflected the data taken in the observation stage which are students' progress and test outcome towards the activity. The result of this stage would decide whether the researcher should stop the cycle or proceed to the next cycle depending on students' score whether it reaches the indicator or not.

#### 5. Setting the Indicator of Success

The researcher believes that the suitable indicator of success for this CAR project should be students' vocabulary mastery. Thus, the researcher used pre-test in the early stage of teaching and post-test in the end of teaching process to measure students' vocabulary mastery. According to Fraenkel, Wallen, and Hyun (2012), pre-tests and post-tests are commonly used in educational research to measure the effectiveness of an intervention or treatment. They explained the benefits of using pre-tests and post-test as they provide baseline measurement, control for individual differences, evaluation of effectiveness, and evidence-based decision making in the researcher's perspective.

Instruments used in this research were field notes, pre-tests, and post-tests. The researcher used the tests to evaluate students' vocabulary mastery along the teaching process. Additionally, field notes used in this research to record any information during the teaching and learning activities. The data gathered would then be explained briefly in the findings to be discussed. Furthermore, to read the data correctly, the researcher used the following table.

Classification	Score
<i>Outstanding</i>	85-100
<i>Good</i>	70-84
<i>Adequate</i>	55-69
<i>Poor</i>	<54

To analyze the data, the researcher used formula by Nikijuluw (cited in Latuny, 2013) as follows:

$$S = \frac{R}{N}$$

<i>Information</i>	
S	= score
R	= right answer
N	= number of questions

<i>Information</i>	
X	= gained score
$\Sigma x$	= total score
N	= number of students

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

## RESULT AND DISCUSSION

Pre observation was conducted before implementing CAR. Pre observation was conducted to observe the process of teaching-learning activities before implementing running dictation activity. The researcher conducted pre observation in VIII9 class on Saturday, 11th March 2023. The result showed that students were unable to maintain their focus during the lesson which caused by their lack of vocabulary. They were unable to work on their assignments nor following teacher's instruction. To overcome these difficulties, the teacher needs a new approach or strategy to help the students with their lack of vocabulary.

### Findings of the Cycle I

#### 1. Planning

In this phase, the researcher arranged a lesson plan with including running dictation activity with contextual learning model to be used in the teaching and learning process. The lesson plan was used for the first cycle where the teacher would teach about recount text.

#### 2. Implementing

This phase was done on 19th April 2023. The researcher had one class with the students which containing several activities as the following:

- Pre Teaching
  - Teacher greets the students and invite students to pray.
  - The teacher gives a pre test to the students.
  - The teacher begins the lesson and points out several brainstorming questions.
  - Teacher explains the lesson objectives.
- Whilst Teaching
  - The teacher shows the PPT slide and ask the students what they could understand from the PPT slides.
  - The teacher explains about recount text.
  - The teacher asks the students about their relevant experiences with what they know about recount text.
  - The teacher divides the students into several groups containing 3 students.
  - The teacher gives LKPD to the students.
  - The teacher holds running dictation activity in the classroom.
  - The teacher facilitates each group to present their answers and what words they learn.
  - The teacher gives feedback for each group for their work in groups.
- Post Teaching

- The teacher gives a post test to the students.
- The teacher asks the students to review what they have learned.
- The teacher asks for any difficulties they may find.
- The teacher ends the lesson with a prayer.

### 3. Observing

Based on the previous phase, the researcher noticed that some students were still unable to maintain their focus on the lesson. However, the running dictation activity done in the class showed some positive impacts as where the students showed active participation in the activity and slight progress in their group works. As the students show slight progress in their group works, the researcher found students' progress on vocabulary mastery, which shown in the table below.

Students	Pre Test	Post Test	Gained Score
AMT	50	60	10
ADS	60	60	0
CJL	60	80	20
CPL	50	70	20
CM	50	70	20
CL	40	60	20
DCW	60	60	0
ECP	70	80	10
EFA	80	100	20
FEJ	50	70	20
GDQ	50	50	0
GH	60	70	10
GS	60	70	10
GKR	70	80	10
HM	40	70	30
HT	30	60	30
IS	50	70	20
JH	50	70	20
JEH	20	50	30
JL	0	60	60
JT	60	70	10
KAU	60	70	10
MVP	50	70	20

MS	50	70	20
MAT	50	70	20
MAS	60	80	20
MJM	20	70	50
PWP	50	70	20
QP	50	70	20
RSW	40	60	20
SBP	30	60	30
VH	40	70	30
Total	1560	2190	630

In analyzing the data of cycle I, the researcher calculated the average or mean of gained score which calculated as following.

$$X = \frac{\sum x}{N} \quad \text{Pre Test} = \frac{630}{32} \quad x = 19.6875$$

From the previous computation, it is shown that there was a slight improvement on students' vocabulary mastery.

#### 4. Reflecting

In this phase, the researcher consulted with tutor teacher about the result found after implementing running dictation activity. Based on the result, it is showed that there was a slight progress on students' vocabulary mastery with the average of gained score between pre test and post test was 19.6875.

The researcher found that some students were unable to work effectively in small groups. In addition, the researcher believed that there were excessive numbers of group for researcher to control. Thus, the researcher would proceed to the second cycle with a few modification on the lesson plan and the activity.

### Findings of the Cycle II

#### 1. Planning

After finding the fact that some students have difficulties working in small groups leading them to fail following the lesson, the researcher rearrange the lesson plan used in the previous cycle with some modification. The researcher replaced the number of students in a group from three students to six students with the total number of groups will be four big groups. Furthermore, there will be new roles in a group such as interviewer, presenter, runner, and writer. Interviewer would gather questions from the group to be asked to the teacher, presenter would present the result of the group's work, the runner would walk

around the classroom to find the words needed for the group, and presenter writer would write the the result of groups' discussion.

## 2. Implementing

This phase was done on 29th April 2023. The researcher had one class with the students which containing several activities as the following:

- Pre Teaching
  - Teacher greets the students and invite students to pray.
  - The teacher begins the lesson and points out several brainstorming questions.
  - Teacher explains the lesson objectives
- Whilst Teaching
  - The teacher shows the PPT slide and ask the students what they could understand from the PPT slides.
  - The teacher explains about recount text.
  - The teacher asks the students about their relevant experiences with what they know about recount text.
  - The teacher divides the students into several groups containing 6 students with different roles for each student.
  - The teacher gives LKPD to the students.
  - The teacher holds running dictation activity in the classroom.
  - The teacher facilitates each group to present their answers and what words they learn.
  - The teacher gives feedback for each group for their work in groups
- Post Teaching
  - The teacher gives a post test to the students.
  - The teacher asks the students to review what they have learned.
  - The teacher asks for any difficulties they may find
  - The teacher ends the lesson with a prayer

## 3. Observing

Based on the previous phase, the researcher noticed that students were familiar with running dictation activity and showed enthusiasm along the learning process. With smaller groups and new roles, students were stimulated to work on the tasks and showed even more progress their previous score on cycle I. As the students show a progress in their group works, the researcher found students' progress on vocabulary mastery, which shown in the table below.

Students	Post Test I	Post Test II	Gained Score
Alstevani M. Tindage	60	80	20
Ardy D. M. Sopacua	60	80	20
Charisa J. Lawalatta	80	90	10
Chrismenko P. Lakuteru	70	90	20
Christin Mahulette	70	80	10
Clivord Louhanapessy	60	70	10
Devandro ch. Wattimena	60	80	20
Eklesio C. Pattiradjawane	80	100	20
Ezra F. Adriaansz	100	100	0
Flinnery E. V. Joel	70	100	30
Gavriella Q. De Queljoe	50	80	30
George Hukunala	70	70	0
Grethalia Sipahelut	70	80	10
Gledis K. Rantetondok	80	90	10
Helmy Maitimu	70	90	20
Hiskia Titapasanea	60	90	30
Intan sesa	70	90	20
Jason Hiaries	70	80	10
Jevon Hursepuny	50	80	30
Josandro Lesbatta	60	80	20
Junichel Tuanubun	70	80	10
Kezia A. Ulemlem	70	90	20
Marco V. Pesurnay	70	90	20
Marvin Saiya	70	100	30
Marwel A. Totomutu	70	100	30
Meysi A. Siahaya	80	90	10
Monalisa J. Mozes	70	80	10
Petra W. Pelamonia	70	80	10
Queenseld Pattiwaellapia	70	80	10
Rivaldo S. Waremra	60	90	30
Shintia B. Pattihahuan	60	80	20
Valentino Hursepuny	70	80	10
Total	2190	2740	550

In analyzing the data of cycle II, the researcher calculated the average or mean of gained score which calculated as following.

$$X = \frac{\sum x}{N} \quad \text{Pre Test} = \frac{530}{32} \quad x = 17.1875$$

From the previous computation, it is shown that there was a slight improvement on students' vocabulary mastery.

#### 4. Reflecting

The researcher analyzed the result of the second cycle and found that students showed active participation in the activities and better score on the tests. The researcher felt satisfied because of the significant improvement on students' vocabulary mastery leading them to show better response and focus on the lesson. Students' positive response and better scores showed that this study has been conducted successfully and the researcher decided to end the classroom action research.

### CONCLUSION

After conducting the whole procedure of this classroom action research, the researcher will give some conclusion and suggestions as the result of this research. However, the researcher would like to explain the summary of this research. This study uses CAR method in which to identify and overcome students' problem on their lack of vocabulary leading them to be unable to follow the lesson. It is initiated through the observation at VIII9 class on SMPN 9 Ambon. In this research, the researcher implements Kurt Lewin's design which consists of four phases; planning, acting/ implementing, observing, and reflecting. Meanwhile, the data is derived from observation, pre test, and post test.

Moreover, comparing students score between pre test and post test on the first cycle, the researcher found a slight progress on students' vocabulary mastery with the average gained score is 19.6875. The researcher then modifies the lesson plan and proceed to the second cycle and compare the post test's scores with the first one which is 17.1875. Both numbers show students' progress on each cycle which validate the researcher's action hypotheses. Lastly, the research concluded that the implementation of running dictation strategy could improve students' vocabulary in grade VIII SMP Negeri 9 Ambon showed by scores they achieved and the active participation the researcher observed during the lesson.

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