

TEACHING WRITING BY USING RUNNING DICTATION ACTIVITY FOR ELEMENTARY SCHOOL STUDENTS

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Abstrak

Tulisan ini dibuat untuk mengetahui bahwa kegiatan running dictation pada pengajaran skill menulis dapat menghasilkan pencapaian hasil belajar seperti, mengeja, membuat kalimat, dan lain sebagainya, yang lebih bagus dari pada cara pengajaran tradisional yang biasanya lebih cenderung menggunakan metode ceramah. Running dictation hadir dengan konsep yang menyenangkan dan aktif. Siswa tidak hanya duduk dan mendengarkan ceramah dari guru, akan tetapi siswa ikut aktif melakukan serangkaian kegiatan dalam metode running dictation ini

Keywords: Running Dictation, Pengajaran menulis

A. Introduction

Writing is one of skills in language teaching. It is also one of English skills that is important to be learned because, writing is one of the ways to communicate with other people. In late century, people communicate in writing by using symbols. But now, people can write something by using letters (a, b,c, and d), from a traditional letter until sending message through e-mail.

Writing also important in education. By writing, students can “tie” the knowledge given into notes, They also can “tie” some ideas occur in their minds into a writing product if they want to try to enlarge the idea. Based on Indonesian lates curriculum (KTSP), writing in English is not only taught in senior high school, but also begin from elementary school. Meanwhile, for elementary school students, writing in English become a very difficult thing to do. They have some problems in spelling the words and how to write the words correctly.

According to Rida (2011:1), there are three facors that make students do not want to practise their target language, especially in the form of written communication. First, a cultural factors. The familiar terms of shy, passive, and silent in Indonesian culture. The second factor is the linguistic factors. It is seen from grammatically aspects of the English language. The last factor is social factors. Students have a very small chance to communicate in English in their community.

All of these factors are combined with the lack of teacher creativity in teaching. Teachers are less able to develop learning material to be more

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interesting in the learning process. This means that the learning process should be fun, interactive, challenging and motivating students to take an active role in the learning process.

Based on the problem above, this study refers to learning strategies for elementary school students mainly on aspects in writing ability by using running dictation activity. Hopefully, in running dictation activity, learning process will be more fun and interesting. Students not only listen and write, but they also do such a running activity and they do it group. This activity also can be done outside the class.

McDonough and Shaw in Samia (2007:5) she says that writing is a vehicle or transportation in practicing a language and further added that it try to communicate with the writer's ideas and thought. Students must go through a structured process of writing. In classroom, activities in writing can be done in-group or individually.

Meanwhile, Marianne (2001:207) says that writing has special status in communicative language teaching. It is seen that people can communicate a variety of messages to near or far people and someone who is known or unknown by the writer. Still in Marianne (2001:207) states that writing is a very important in this modern era. The written communication not only happen in the form of paper-and-pencil writing or the technologically advanced electronic mail.

Langan (2012:8-9), it is stated that writing is also a skill, and as same as other skills. Writing also can be earned if someone want to learn it. Writing is seem very difficult by some people is supported by Brown. Brown (2007-71), he says that language learners (adults or children) often can understand when they listen to something but they has difficulties to write what they have listened.

Some people may think that begin to write is begin to face some difficulties in writing. This statement is supported by Langan (2012:8-9), he says that some people has difficulties in writing. This difficulties because they feel that writing is a natural gift not a learned skill. So, they let themselves fail in writing eventhough they actually can do it well, because they have said to themselves that they do not have that natural talent in writing.

It is better to start early then later in learning English. This statement is supported by Cook in Samia (2007-7), he states that someone who starts to learn English in adult will never managed to learn well, on the other hand, who learns it when a child will achieve a good result.

There is a strategy to motivate learners in learning writing. Andrew wright states in Samia (2007-8) says that picture has an important role to help teacher in teaching writing. He also states that learners can be motivated to pay attention in learning and active in the learning process if the teacher provides some pictures as a media in learning writing.

According to Hedge (2010:302), the writing process is as same as a discovery. It is an employing strategies result to manage the composing process to create a text. Still in Hedge (2010:302), writing process need some activities, such as setting goals, generating ideas, organizing, informing, selecting appropriate language, making a draft, reading, reviewing, revising, and last is editing.

On the other hand, Jeremi (2008:257) says that, in teaching writing, teacher can focus on the product of writing or to the writing process itself. He adds that if a teacher only focus on the product, he only interested in the writing task and the writing product, but when a teacher concern in the writing process, he will pay attention to the various stages of writing.

Teaching writing to young learners is not as easy to be taught. Serra (2013:1) states that teaching writing oin classroom is the biggest challenges for teachers. Because students do not want to do writing beacuse they never encourage themselvs to do it and also the do not enjoy it. It is very hard to ask someone who never write something or their own ideas in their daily life to write something in English.

According to Mark (2013: 1), there are two good sets of reasons in teaching writing to EFL school children. The first, relates to the writing skill itself. Mark (2013:1) adds that, teacher cannot expect young learners to develop their writing skill without teaching them how to write and giving them opportunities to practice it. The second set relates to foreign language learning in general.

For solving the problem, running dictation activity can be used in teaching writing for EFL students. Here are some definitions and the way to do running dictation according to other teachers in some countries and also experts. According to Alex (2013:1) that “running dictation is a fun reading, listening, and writing task that first learnt about from classic book *Dictation: New Methods, New Possibilities* by Paul Davies and Mario Rinvolueri”.

Running dictation is an activity that is done in groups, Cohen in Widiyanto (2005:5) states that a small group as running dictation can be a way to reach the good learning process. This way can give a good achievment in learning, also in social aspect such as a good interaction among students in the class.

For the last, running dictation is not as mean as the dictation itself, but it is a variation activity for teaching English skills, where, students can learn in groups, run, tell, and write what they have read. In running dictation stduents will run to the text and then read it, and tell what they have read into their friends in their groups. This running activity wilol amke students feel happy while studying and enjoy the learning process.

Running dictation is a small group activity. It can give a good way in language teaching to get the good achievement. It is also can motivate students in learning. It is no only give some benefits in to education function but also to to the social aspect. Students can learn together and help each other.

B. Discussion

Even English language is not taugh formally in Elementary school, but it is taugh in informal activity in the school. Teacher stiiil have to make the good preparation for teaching English for Indonesian young leraners. Here are some materials, medias, and the learning environment about running dictation.

In doing running dictation activity teacher should do some preparations. Teacher should prepare a text or sentences that will be used in this activity. The text can be taken from the internet or made by the teacher. The text or sentences can be in the form of descriptive text or other text genre. If it is a descriptive

text, it can describe anything. Such as, tree, animal, human, or building. The materials must be adjusted to the abilities of students in Elementary school.

The media used for pre-teaching activity, teacher should prepare pictures or video that related to the text that will be read by the students, and set some questions according to the pictures or video. The picture and the video will be given to activate the students' background knowledge. It can help students to understand the text.

The materials and media which are going to be used for whiles teaching activity are taken from internet or created by the teacher itself. The picture also given in the text for helping students in understanding the sentence

The media given is hoped will make the students feel interesting and enthusiastic in learning process. If the students feel interesting and enjoy the learning process so, they can understand the materials well.

Teacher also have to prepare one or two text and the questions for post-teaching activity. In post teaching activity, students will do it individually. It can help teacher to know how far students can understand the learning materials.

This activity can be done in the classroom or outside the class. Students are put in groups, one group contains 4 until 5 students. This activity will make students feel enjoy in learning a foreign language. Students can do the task together, so they can help their friends and discuss it together.

Learning under pressure is not a good thing in learning. A good learning environment is something that can motivate students and build students' self confidence and feel in the same position. These conditions will make students easier to understand the materials well.

Before implementing learning by doing the running dictation, once that is done is pre-teaching. Pre-teaching activity is very important part in teaching and learning process. Teacher will ask some questions about something that will be described in the text (e.g. descriptive text) for building the students background knowledge and set the schemata. In building students background knowledge, teacher can also have some pictures of the thing that will be described in the text. Then, teacher can ask students to tell something about that thing.

Another procedure that can be done is watching the video that created by the teacher. Teacher can make the video that consist of some pictures of the things that will be described. Then ask student about what they see in that video. Students participations is needed in this part of learning activity. Teacher should make this part of learning as enjoy as possible.

The next part, the teacher explains to the students about the activities to be carried out. At this stage, the understanding of the students in the learning process is crucial for the success of the study. After understanding the learning activities to be carried out, then the class is divided into groups of four students.

After that teacher will divide the class up into groups of 4 or 5, with one student being the designated writer. Teacher also need a 'runner', or, alternatively, the other students in the group can take turns at being the 'runner'.

Teacher will pin up around the classroom walls (or outside in the hallway) as many copies of the chosen text (pictures also included for giving the context) as you have groups of students. When you tell the students to start, a runner from

each table group goes up to their sheet of paper and tries to memorize as much of the text as he or she can, before running back to their table and dictating the text to the writer.

It is important that the runner dictates and does not write, for the activity to work. Then, when the writer has finished writing that sentence, a runner from the group runs to the text, and reads and remembers the next chunk of text to bring back to the table.

Once all the sections of the text have been dictated, the members of the group confer to check the final version of their text for accuracy of grammar, spelling and punctuation. The winners can be either the first group finished or the most accurate group.

The final versions can be checked in a number of ways:

- x by groups reading their texts aloud
- x by getting their version from the wall to check at their table,
- x by writing their sentences on the board (one per group, not each group writing their whole text) for discussion with the teacher and other class members as to its accuracy, word choices made, and so on.

When all of the group have finished, take their texts away and get them to work together to rewrite the text from memory to see how much they can remember. This is a very good way of getting them to stretch their memories a little.

At the end stage of this activity, the students will be given a post activity. In this activity, students will answer some questions individually. There are several questions that students should answer according to the recent text. After answering the all questions, students will discuss it by the teacher. Teacher will ask students understanding by asking them about the text one by one.

Finally, teacher will do such a dictation task for students by saying several words and asks students to rewrite the word. Students will do it individually. This last activity will give teacher evaluation whether the students understand or not with her/his materials given.

C. Conclusions and Suggestions

Running dictation is one of the ways to teach English skills especially writing in Elementary school. Running dictation is done in groups. Students are put in several groups and will take their role in the groups. There are two parts that can students get in running dictation activity, they are: runners and writer. Students can choose someone who will be the runner and the rest are the writers.

In running dictation activity, students can do the task together. They can help each other. Running dictation also can be sit as a competition by the teacher. So, teacher will see which group that work together and more correct in writing the text. So, young learners will be motivated and try to do as their best. Teacher may give a small present to the groups.

Running dictation is hoped to give a good atmosphere in learning and teaching English writing for young learners. It is hoped that running dictation

activity can change the bad image of English especially in writing. So, the good image of English have to be introduced well when the students still young.

There are some suggestions for teachers and other researchers .Running dictation is an activity that can be done for young learners. Elementary school teacher may practise running dictation activity in their classroom. Teacher can set the materials and the classroom environment for doing this activity. Elementary school teacher can also modified the material and medias for making running dictation more interesting.

Meanwhile, this paper can give some inspirations for the researcher. This paper can be one of the ideas to do the research for young learners about their writing ability. Other researchers can elaborate this paper into research product and add some new ideas for making better.

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