

STUDENTS' PERCEPTION ON *RUNNING DICTATION* STRATEGY IMPLEMENTED BY ENGLISH TEACHERS

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Abstract: This study aims to determine students' perceptions of the Running Dictation strategy applied by teachers in teaching at SMP IT Darul Hikmah Pasaman Barat for the 2020/2021 academic year. This research is a quantitative descriptive study, using a cross sectional design. The population in this study were students of class VII SMP IT Darul Hikmah, amounting to 65 people. In this study, researchers used a total sampling technique. In data collection, the instrument used was a questionnaire about students' perceptions of the implementation of the running dictation strategy by the English teacher. Students' perceptions of the Running Dictation strategy applied by the teacher in teaching, in these three aspects are more dominant in the strongly positive aspect, namely the cognitive aspect with a percentage of 84.61%, the affective aspect with a percentage of 84.61%, in the conative aspect with a percentage of a. percentage 87.69%. Of the three aspects of perception is more dominant to very positive. Based on the results of this study, the Running Dictation strategy is recommended to be used at SMPIT Darul Hikmah Pasaman Barat.

Keyword: Teaching English, ECAFE, Active Learning, Running Dictation

INTRODUCTION

English is one of the most difficult subject for the students' in learning process. As we know in senior high school teaching English is not easy. Because the students have a low ability in English language. While the students' must be able to speak English. Because English is one of the international language.

Aiming the target of English competence in senior high school which covers the whole scopes of English competence in this level is not easy. The student must have the ability in listening, speaking, writing, and reading. As we know listening and reading are receptive skill while speaking and writing are productive skill. In listening, listeners tries to comprehend other message orally.

One of strategies in learning English is active learning. Active Learning is strategy to increase closeness the students with the material and make they in line with purpose from learning process (Dermawan, 2014: 3). In short, active learning the students must be active not only just listen at learning process.

Active learning have similarity with one of the program for teaching English. One of the program for teaching English is *ECAFE Learning*. *ECAFE* (English Communication Activity for Fun and Enjoyable) Learning is a program which is designed to make students actively use English (Refnita, 2018:184). *ECAFE* learning is the section from active learning because in this program must make the students actively in learning English.

Refnita from a English teacher in SMA 3 Padang said *ECAFE* learning is first time applied at SMA 3 Padang. In addition to SMA 3 Padang, *ECAFE*

Learning is also applied in SMAN 1 Bonjol, the researcher know that because the researcher practice teaching in SMA 1 Bonjol. In SMAN 1 Sungayang, SMA 3 Padang Panjang and SMP IT Darul Hikmah Pasaman Barat. The Researcher know that before the researcher doing research another researcher doing research in SMAN 1 sungayang about *ECAFE Learning*. At SMAN 3 Padang Panjang and SMP IT Darul Hikmah Pasaman Barat the researcher know because the researcher ask directly to English Teachers. After the researcher get information about school that apply *ECAFE Learning*. The researchers was conducted research in SMP IT Darul Hikmah Pasaman Barat.

Furthermore, appropriate strategy also allows the teacher to construct effective English teaching process. One of effective strategies is Running Dictation. In addition, Alex (in Chiang, 2004: 4) Running dictation is a fun reading, listening, and writing that first learned about from classic book Dictation: New Method, New Possibilities by Paul Davies and Mario Rinvolucri Pupils worked in groups of five to six. One member was responsible for writing the text while other members took turns to read out the text sentence by sentence. Running Dictation is one of strategies from *ECAFE Learning*. Running dictation is an activity for pupils who enjoy moving around and working in teams (Chai, 2011: 58). They have to read and memorize a short text, tell the phrases/sentences to the other group member who will write down the text. Running dictation is chosen because it has great benefit as an activity in the class. It is included a multi-skilled activity because it can potentially involve reading, listening, writing and speaking.

In this strategy the students work in small group. Students work in pairs or groups. It means that running dictation as an appropriate technique in teaching learning English. In addition, by using running dictation, all of the students worked in a group and they worked with each group members to finish their task. Start from the beginning until the last in teaching-learning English and all of the students were active in learning English.

The use of the implementation of Running Dictation strategy in learning English give various perception from the students. According to the teachers in SMP IT Darul Hikmah Pasaman Barat this strategy can help for teachers in teaching. Because in this strategy the students must be active in learning English. Beside it the students perception this strategy is very fun in learning English. This strategy they will have a group in learning English. According to students if studying in a group can make it easier for them to learn. They said about this strategy can eliminate their boredom when learning.

According to Walgito (2004:15) perception consists of three components, namely: cognitive, affective, and conative. Cognitive component or perceptual is component that related to knowledge, opinion, belief from someone. Then, affective or emotional component is component that related to like or dislike toward attitude's object. Then, conative or action component is component that related to action tendency toward attitude's object. This component indicates intensity of attitude that indicates big or small action tendency of someone toward attitude's object. Three of the components of perception always appear when someone giving their perception toward

something and it influence someone action or performance.

RESEARCH METHODS

This research used descriptive quantitative research that described the thing that is observed as nature. The researcher applied cross-sectional design to get the data. Sample is number of population which it was selected from sampling technique. Sample of this research used total sampling. Because the population of this research less than 100. The population of this research from the seven grade students of SMP IT Darul Hikmah Pasaman Barat registered in 2020/2021. The population of this research is 65 students. They are divided into three classes, VII Female 1, VII Female 3 and VII Female 4.

The questionnaire constructed by researcher in Indonesia language. Which is used some step to construct the questionnaire. First, the researcher identifying variable of the problem. Second, elaborating variable into sub variable. Third, finding out the indicators of each sub variable. Fourth, finding out the sub indicators of indicators. Fifth, ranking description from each sub indicators into questionnaire items. The last, completing questionnaire with instruction (Arikunto 2005: 135).

In this technique, the researcher analyze the data with several steps. First step the researcher collecting the questionnaire from respondents. Second, checking and calculating respondents score and calculating total score. Third, Determining table of frequency, starting from the lowest score to the highest. The next categorizing. Then, for frequency the researcher calculated how many answer of respondents based on the interval and

table of frequency. After that, the researcher Checking and calculating percentages of school personnels' answer for each option by using formula that suggested by Sudijono (Sudijono, 2014:45). Next, the researcher interpreting the result of the questionnaire. After that, Drawing conclusion based on the result percentage

RESEARCH FINDINGS AND DISCUSSION

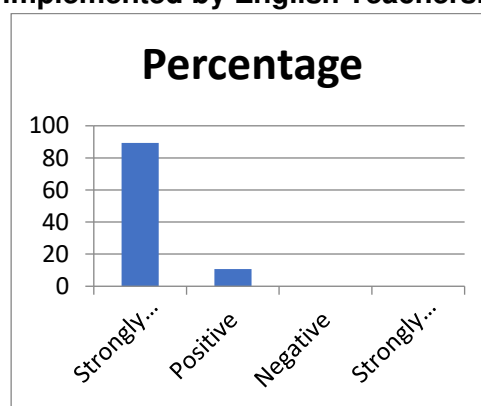
In this research the researcher took the population from the seven grade students of SMP IT Darul Hikmah Pasaman Barat registered in 2020/2021. The population of this research is 65 students. Sample is number of population which it was selected from sampling technique. Sample of this research used total sampling. Because the population of this research less than 100.

In this research the researcher used closed-ended questionnaire. The items of questionnaire developed based on theories of purpose of Running Dictation. By using closed-ended questionnaire helps the respondents answer quickly and the researcher easy to conduct data analysis later.

Based on the data analysis about students' perception on *Running Dictation* strategy implemented by English teachers, it is found that students' perception on Running Dictation strategy implemented by English teachers more percentage in strongly positive. There is a Likert Scale to describe it. Namely, strongly positive, positive, negative, and strongly Negative. Related to explanation of expert above, after analyzing the data about students' perception on Running Dictation strategy

implemented by English teachers. It was found that 89,23% strongly positive and 10,76% positive. It can be seen that, the highest percentage in strongly positive. It means that the students' perceive or accept a learning used Running Dictation strategy with their group and they perceive it was good for them.

Histogram 1
percentage of students' score in their perception on *Running Dictation* implemented by English Teachers.



In having perception on Running Dictation strategy, there are three components. They are cognitive component, affective component, and conative components. It is supported by Walgito (2017:32);

First, component is cognitive component. After analyzing cognitive component of students' perception on Running Dictation strategy. It was found that 84,62% strongly positive and 15,38% positive. It means that the students' had good strategy in learning at teachers implemented Running Dictation strategy and it gave contribution in improving their knowledge about how do they create their teamwork, managing risk, etc.

Tabel 1
Category of students' perception on
Running Dictation implemented by
English Teachers in term cognitive
components.

Class interval	F	%	Interpretation
≥115,2	55	84,61%	Strongly Positive
86,4-115,2	10	15,38	Positive
57,6-86,4	-		Negative
≤ 57,6	-		Strongly Negative

Second, affective component. After analyzing cognitive component of students' perception on Running Dictation strategy. It was found that 84,61% strongly positive and 15,38% positive. It means that the most of students like that by learning used Running Dictation strategy implemented by English teachers.

Tabel 2
Frequency of students'
perception on Running Dictation
implemented by English Teachers in
term affective components.

Class interval	F	%	Interpretation
≥ 38,4	55	84,62%	Strongly Positive
28,8-38,4	10	15,38%	Positive
19,2-28,8	-		Negative

≤ 19,2	-		Strongly Negative
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Third, conative component. After analyzing cognitive component of students' perception on Running Dictation strategy. It was found that 87,69% strongly positive and 12,30% positive. It clears that they active in learning used Running Dictation strategy.

Tabel 3
Category of students' perception on
Running Dictation implemented by
English Teachers in term conative
components.

Class interval	F	%	Interpretation
≥ 38,4	57	87,69 %	Strongly Positive
28,8-38,4	8	12,30%	Positive
19,2-28,8	-		Negative
≤ 19,2	-		Strongly Negative

Based on explanation above, students' perception on *Running Dictation* implemented by English teachers in cognitive, affective, and conative term had strongly positive and positive. It means that, Running Dictation strategy give advantage for the students', and recommended to use Running Dictation strategy and also give contributions for them.

Conclusion

Based on the research analysis above, the researcher concluded that the students' perception on *Running*

Dictation strategy implemented by English teachers are strongly positive (90,76%), and positive (9,23%). From the percentage it be concluded, students' perception on Running Dictation strategy at implemented by English teachers more percentage in strongly positive (90,76). Running Dictation strategy give advantage for the students', and recommeded to use Running Dictation strategy and also give contributions for them.

This research also answered the specific research question as follows:

1. The perception of students' on *Running Dictation* strategy implemented by English teachers in term cognitive component are strongly positive and positive.
2. The perception of students' on *Running Dictation* strategy implemented by English teachers in term affective component are strongly positive and positive.
3. The perception of students' on *Running Dictation* strategy implemented by English teachers in term conative component are strongly positive and positive.

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