

**THE EFFECT OF RUNNING DICTATION TOWARDS STUDENTS'
SPELLING IN WRITING SHORT FUNCTIONAL TEXT AT SMP
ISLAMIC QON**

THESIS



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CHAPTER I

INTRODUCTION

1.1 Background of Study

The four main skills of the English language are reading, listening, speaking, and writing. Each human needs a mastery of various components to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991). Writing skill is one of human way to communicate with others. According to Alsaawi (2015:5) writing is a pivotal system that transfers spoken utterances from being heard to being seen and read. In last century, writing is still using symbol or special picture which has a meaning. This is supported by Marriane (2001:5) that writing has special position and very essential in Communicative Language Teaching. In this era, human can write the information using alphabet, human can use traditional letter or electronic letter.

Writing is one of the four basic skills. Become one aspect of productive skills, it means writing should learn by students in school generally. According to Javed, et.all (2013) the students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Langan (2012:8-9) in Zulraudah (2014) said that some people has difficulties in writing. Too many components and rules in writing make students feel difficult to deliver their ideas in written form. Rida (2011:1) said that there are three factors that make students not capable in writing. First is a cultural factor from Indonesian such as, passiveness, shyness, etc. Second is a linguistic factor. It is about grammatical, punctuation, spelling, or etc. The last factor is social factor in which students have very small

group to communicate using English Language in written form. In here, linguistic factor is more complex and confusing.

According to Ibrahim (1978) there is a consensus among researchers that learning a new writing system is more difficult than learning it for the first time. Learning a new writing system is not a tranquil task, however, it is vital and crucial. Bazerman (1991:3) asserts the importance of writing by indicating that writing structures our relations with others and organizes our perceptions of the world. In particular, one of the main elements of learning any writing system is spelling. Langer (2014) stated that spelling is a representation of language.

Spelling is the way writers can express their ideas clearly (Cook, 1992). Using wrong spelling will change the meaning of the word itself. According to Fagerberg (2006) spelling is essential since one misspelling may change the meaning which the researcher intended to convey in the text. Those problems almost the same with problems that researcher found in SMP Islamic Qon. The researcher chooses the school based on the interview with the English teacher.

The researcher found several problems, the student lack in speaking and produce errors in their spelling. English teacher said that students often write the word with mistakes, because students are still confused to differentiate between oral words and written form. For example if the teacher said "*House*" the students will get the information about "*House*" and will write down the word "*Haus*". This problem was encountered by English teacher there. Students face difficulties with spelling. Even though, spelling is important component of writing.

According to Benyo (2014:5) spelling is very important in written language, and any mistake in spelling can affect the written product and may lead to

misunderstanding. Therefore, correct spelling of vocabulary is essential to convey the intended meaning (Corder 1981:76).

Based on the explanation above, from the interview with English teacher and theory of spelling, both of them became problems that appear in classroom. Those explanations above proved that their spelling ability in writing still is insufficient and they have problems with writing ability in class. For this reason the researcher tried to fix this problem and want to increase their skills in spelling in writing or dictation of the word. The researcher tries to treat them with a strategy that is running dictation. In this issue, the researcher implement strategies of running dictation combined with Short Functional Text. Researcher also asks to English teacher that from all of short functional, students confused to differentiate between short message and warning or caution, because usually the text in public places almost same.

In this study, from the interview with English teacher, researcher found several gaps in previous study. In previous study, teaching writing is still general, it means no more aspect thought by teacher in detail. Teaching writing in a classroom often uses long text, as like descriptive text and narrative text, and also students still difficult to differentiate short message and warning. That is why in this study researcher wants to use different media as a text to test their ability in writing. Researcher chooses short functional text as a media in which the previous study did not use it. One aspect in writing is spelling. Spelling was never discussed in previous research, but in fact, many students feel difficult to spell in writing. Wrong spelling in writing will be influence the meaning of the sentence. Therefore, researcher wants to make a research about running dictation towards

students spelling ability in writing short functional text. Researcher also wants to know whether running dictation give significant effect or not and also in this research, researcher focuses on instruction, short message, and warning/caution because those text are appropriate to combine with running dictation, which the implementation of running dictation itself, students have to dictate the words to their friend, too much words influences the time of the strategy.

Running dictation is a type of dictation. Because the problem almost the same in spelling, but different skill that is writing skill, so this strategy can be applied. Çelik (2004) in Gültekin (2014) states that dictation strategy can be implemented by the students to determine students' spelling errors through reading a text aloud. This can be explained by the fact that the teachers use dictation to allow students to gain skills in writing and language. This strategy can control the class and make it interested to the student in writing. Krashen (2003) states that in university dictation can control writing ability. That is the same with opinion of Oller (1979) that students can explain what they looked-for by considering running dictation.

Dictation is still a general strategy, so the researcher chooses running dictation to implement in classroom. Running dictation is usually conducted in group. Cohen in Widyanto (2005:5) running dictation in small group is one of the ways to achieve learning process well. As like the name that is running dictation, the group consists the writer and runner to spell the words. According to Hess (2001), running dictation is a method which the students do the task by grouping to dictate the sentences that involve the runner and the writer from each group. From several previous studies, running dictation only implemented in one until two times, so the score is not maximum. The second is the students cannot

understand the materials because the materials only in point, not cover all. The third is teacher usually takes the score by using running dictation strategy in a group, not individually, so it can make students become passive. So far, not only problems for school itself, but the researcher found several problems that appear in previous study about running dictation strategy.

Here, researcher wants to test the theory about Running Dictation strategy in SMP Islamic Qon. Therefore, this study attempted to provide more information about the effect of running dictation strategy towards students' spelling in writing short functional text. The researcher hopes that this study will make contribution to the other researchers in this area. Based on the background and explanation above the researcher decides to examine the effect of running dictation towards students' spelling in writing short functional text at SMP Islamic Qon .

1.2 Statement of Problem

Based on background of study above, the statement of problem is:

Does Running Dictation give significant effect on students' spelling in writing skill at first semester students of SMP Islamic Qon in short functional text?

1.3 The Purpose of the Study

Based on statements above, the purpose of the study is:

To know whether Running Dictation give significant effect on students' spelling in writing skill at first semester students of SMP Islamic Qon in short functional text or not.

1.4 Significance of Study

In this study there are also significance of the study, they are:

1. Theoretically: This research is expected to be useful for the English teacher of SMP Islamic Qon especially in teaching spelling of writing skill.
2. Practically:
 - a. For English teacher: English teacher can apply running dictation as the strategy in classroom activity. Meanwhile, it can stimulate and enhance students writing skill.
 - b. For students: Students will be happy and creative in learning English.

1.5 Hypothesis

In order to answer the research questions, the following hypothesis is proposed;

H_1 = There is any significant effect on students spelling in writing skill at first semester students of SMP Islamic Qon in short functional text.

H_0 = There is no significant effect on students spelling in writing skill at first semester students of SMP Islamic Qon in short functional text.

1.6 Scope and Limitation

In this study, researcher selected the subject in SMP Islamic Qon at seven grade in first semester. Seven grades are as a sample and for populations are 7C class and 7B class. The researcher uses three topics from short functional text,

those are Instructions, Short message, and Warning/Caution Researcher also makes a limitation for the strategy. It means for the strategy researcher will divide the group, runner, and writer based on situation. The limitation in strategy depends on materials and condition in classroom itself.

1.7 Definition of Key Terms

The researcher defines the key terms which are used in this research in order to avoid misunderstanding in the text explanation. The key of terms are as follows:

Writing Skill is ability that the content is about human ideas in written form.

Spelling is problems that encountered by students in written form which is if students change the one of word; it means change the meaning of the word itself.

Dictation is one of strategy that is used in classroom to improve students spelling in writing context.

Running Dictation is simple and fun strategy in classroom which divide students into groups and members to increase students spelling in writing context.

Short Functional Text is media that the researcher use to employ the running dictation strategy to solve students' spelling problem in writing skill.