

EXPLORING THE IMPLEMENTATION OF RUNNING DICTATION GAME TO ENHANCE THE STUDENTS' ENTHUSIASM IN LEARNING DICTATION

Agus Rahmat

rahmatppsunm14@gmail.com

Universitas Handayani Makassar

Abstract

The objectives of this research were to find out the effectiveness of running dictation games to enhance the students' enthusiasm and the students' perspective toward the strengths and the weaknesses of running dictation games in learning dictation. The researcher employed a descriptive qualitative research design and the instrument was a self-report questionnaire. There are ten informants of this research were college students from Makassar, South Sulawesi. The researcher chose the informants randomly after the running dictation game in learning dictation was applied. The result of this research was running a dictation game was effective in enhancing the students' Enthusiasm for learning dictation based on the informants' perspective for various kinds of reasons. The reasons were running the dictation game can train their ability to recall the sentences and also able to train the compactness of the group, this activity is comfortable, interactive, and enjoy to be applied in learning dictation so that they are enthusiastic to follow the lesson, and it involves three skills in English such as listening, writing and speaking skill. The strengths of running a dictation game based on the informants' perspectives are this game can train the ability to recall/memorize the sentences and the compactness of the team in the group, this activity can improve some skills in English such as listening, writing, and speaking skills. This running dictation game is fun, and it does not make boring and sleepy in the learning process. The weaknesses based on the informants' perspective of running dictation games were the time is less the sentence is too long as well and the facility to run the game is not adequate. The use of this game was effective but the teachers or the lecturers have to adjust the level of vocabulary and the use of time in the learning process.

Keywords: Running Dictation Game; Enthusiasm; Dictation

INTRODUCTION

Learning English covers many variety of skills especially listening skills. This skill is very essential in learning English because without listening there is no input of English knowledge. Before the learners speak, they have to listen first, and before the learners write and read, they have to listen first. The ability to listen is the prior knowledge of learning English and it also covers the dictation lesson. Some experts define the term dictation, Kazazoglu, 2013 in (Putra Jaya et al., 2020) argue, "dictation is a productive learning device for revising language

skills.” While Wallace, 2016 in (S. McCrocklin, 2019) first argued that dictation programs may be useful for raising awareness of pronunciation issues. It is in line with Yonezaki, 2014 in (Agustiani & Yulia, 2020) describes that dictation could help learners to combine and internalize their auditory forms and visual ones by requiring them to translate sounds into forms and then forms into written forms. All of the experts have different views of definition but the same aims are that Learning dictation provides some issues in English such as listening, writing, and pronunciation. Besides listening skills, dictation is related to writing skills. The writing test can be employed by dictation, most teachers know about this technique but just a few teachers can handle it properly. One of the ways to test to know the student’s language ability is by learning dictation. Further, dictation practice can provide a range of benefits including noticing pronunciation issues (S. McCrocklin, 2019), increased motivation and autonomy (S. M. McCrocklin, 2016), and improvement in segmental accuracy (Liakin et al., 2015).

Most of the teachers cover those issues in learning dictation in the classroom. Based on the observation, the teachers teach the students monotonously because the teachers just read the text and the students listen and write the text in the paper. Learning dictation often makes the students less of anxiety because of the technique used in learning. To make the learning process more comfortable and interactive ways, the teacher can use the Running Dictation Technique. This technique is the kind of dictation. Case, 2013 in (Putra Jaya et al., 2020) elaborates that running dictation offers enjoyable, innovative and interactive ways of learning in listening, speaking, reading, and writing skill. The students can collaborate into groups or pairs depending on the number of students in a class. They can collaborate to complete their worksheet. These activities facilitate their collaboration. In other words, running dictation makes students move around and work in a team. Furthermore, Council, 2008 in (Putra Jaya et al., 2020) argues that running dictation employ a fun way that can motivate students at all level of English learning context. There has been limited research

investigating the effectiveness of running dictation for teaching listening skills in higher education contexts. Moreover, the investigating of the students' enthusiasm in learning dictation by using this technique is also limited.

Enthusiasm is a valuable quality for anyone, regardless of the kind of work one does. When this frenzy takes place, which is the summit of enthusiasm, every whimsy is concentrated (Nur, 2019). Enthusiasm is defined in (Cambridge., 2008) as "a feeling of energetic interest in a particular subject or activity and an eagerness to be involved in it." As a feeling, enthusiasm involves sensory to enable an organism understands, recognizes, values or reacts to something physically. Energetic interest is a reaction or response of a powered stimulus in a particular activity that results in excitement or pleasure to perform. In short, this definition focuses on the cause and effect of such a feeling.

Running dictation as described by Wan Chai, 2011 in (Nurmala, 2020) is an activity for students who like moving around and working in teams. The students need to read and memorize a short text, and tell the phrases/sentences to the other group member who will write down the text. Thus, this activity is a great way to enliven a tired class due to some reasons. This activity is often used to inject some fun into the learning which makes learning enjoyable. It can also be useful for introducing a new theme or topic or to focus on a particular grammatical point. This method can help students to get new ideas easily while writing. So, it could be more effective to encourage students to learn English. (Newton & Nation, 2020)says that the function of Running Dictation as follows; (a) To make a student read a text in detail, (b) Can be taken from material that the learners have studied before or will study, (c) Help the students learn by managing the time, being disciplined, cooperative and responsible, (d) it also makes students more active in learning process, (e) Improves the student's ability to learn with a group not individual, (f) Easier to apply in the classroom, (g) Makes students feel free to read English without intimidation, (h) Can reduce stress and boredom to

accomplish reading task in the classroom, (i) Can help students to improve and practice their reading, listening, speaking, writing, and their critical thinking skill

Running dictation has been conducted previously by several researchers. (Fadhli et al., 2022) says that running dictation is also effective in improving the students' writing ability of descriptive texts. Besides, (Nurdianingsih & Rahmawati, 2018) also used a research regarding with running dictation strategy to improve the students' writing ability. The researchers found that the implementation of the running dictation technique can improve students' writing, memorizing, and communication cooperatively with their group and students' creativity during teaching and learning process. The stated research suggests that this technique can be applicable to learn the narrative text and give a good contribution and a positive effect in improving the students' writing skill achievement. These researches also mainly emphasize the theory from (Victoria, 2008) describing that running dictation is a collaborative activity, whose successful completion relies on the use of spoken and written English. Distinguished from this research, the researcher does not focus on writing skills but more focus on the enthusiasm of the students in learning dictation material as a listening skill.

The researcher chose the college students of Manajemen Informatika (MI) departments as informants from this research randomly. The informants were from one of the universities from Makassar, South Sulawesi. Based on the background as stated before regarding with running dictation game to enhance the students' enthusiasm in learning dictation, the researcher formulates the research questions as follows: How is the students' perspective of the effectiveness of Running Dictation Game in enhancing the students' Enthusiasm in learning dictation? What are the perspective of the students about the strengths and weaknesses of Running Dictation game in learning dictation?

RESEARCH METHOD

The researcher employed a descriptive qualitative research design to answer the research questions formulated by the researcher as stated before. The instrument of this research was a self-report questionnaire. Self-reports are derived from participants' free descriptions of their own feelings and personalities. The researcher may request a focus on certain trait domains, or be as loose as possible with an instruction. The advantages of self-reports are efficient and inexpensive. It requires only the cooperation of the target person; in contrast, the collection of informant ratings, behavior assessment, or life data) (Richard W. Robins, R., 2009). Before the instruments were administered by the researcher, the informants already conducted the learning process by using running dictation game to learn dictation lesson. The researcher conducted running dictation game based on the procedures used by (Nation & Newton, 2008) are as follows: 1) Students are divided into small groups, each group consists of 3 students 2) One student becomes a runner and another student becomes a writer. 3) The activity takes the form of a relay in which the first runner reads the piece text of the dialogue randomly at the wall at the same distance and then runs to another and tells them what they have read. 4) The second student then runs to a third and does the same. 5) The third student in turn tells the scribe what they have heard. The steps above emphasize the dictation process, where the writer contributes to the result of the students writing to assess the students listening ability. The last step is the member of the group collaborate each other to arrange the piece of dialogue into the correct order after collecting the piece text of the dialogue. There are ten informants of this research was the college students from Makassar, South Sulawesi. The researcher chose the informants randomly after the running dictation game in learning dictation was applied.

RESEARCH FINDINGS AND DISCUSSION

Findings

According to Miller, 2003 in (Natasia Putri & Muhlisin, 2020) communication of human is spent on speaking more than forty percent, nine percent on writing, and sixteen percent on reading. Yet listening remains one of the least understood processes in language learning in spite of its critical role in communication and language acquisition. Dictation is considered as one of the technique used in mainly to develop listening skills. In this study the use of dictation technique has revealed listening deficiency of the students. Therefore, dictation can be regarded as an assessment in foreign language learning. In order to overcome this deficiency, the teachers should take account of memory limitations of the students and implement dictation exercises which their memories can handle. The informants of this research are listed at table 1.

Table 1: The list of informants

No	Initial Name	Informant
1.	S	First Informant
2.	PR	Second Informant
3.	AML	Third Informant
4.	NA	Fourth Informant
5.	NS	Fifth Informant
6.	Y	Sixth Informant
7.	MP	Seventh Informant
8.	NAA	Eight Informant
9.	NI	Ninth Informant
10.	MM	Tenth Informant

- a. The effectiveness of Running Dictation Game to enhance the students' Enthusiasm in learning dictation.

Hess, 2001 in (Putra Jaya et al., 2020) explains that running dictation is the technique where the students' works in group to dictate the sentence, there is the runner and the writer in each group. The students as a runner must run to some place where the sentence have been prepared by teacher and back to his/her group to dictate the sentence, then the writer must write down what they heard as accurately as possible. Furthermore, Milne, 2014 in (Agustiani & Yulia, 2020)

describes that running dictation is a well-established ESL/EFL activity which is somewhat different from the teacher fronted model that people may have in mind, and far more engaging. In short, running dictation is a part of dictation technique that requires the students to explore their ability in recognizing words. It has dynamic activity that make students feel more motivated to learn. By conducting this research, the researcher interested to know the effectiveness if running dictation game to enhance the students' enthusiasm in the classroom while learning dictation materials. The data findings are illustrated below:

Table 2: The effectiveness of running a dictation game to enhance the students' enthusiasm

No	Informant	Answer
1.	First Informant	Effective
2.	Second Informant	Effective
3.	Third Informant	Effective
4.	Fourth Informant	Effective
5.	Fifth Informant	Effective
6.	Sixth Informant	Effective
7.	Seventh Informant	Effective
8.	Eight Informant	Effective
9.	Ninth Informant	Effective
10.	Tenth Informant	Effective

Extract One

Question: Is Running Dictation Game effective to enhance the students' Enthusiasm in learning dictation?

Answer: Menurut saya, Saya sangat antusias dengan kegiatan ini karena melatih daya ingat dan melatih kekompakan kelompok (According to me, I am very enthusiastic with this activity because it can train the ability to memorize and the collaboration of the group)

The first informant said that he is very enthusiastic in learning by using this game. The reasons are this game can train his ability to memorize and the compactness of the group.

Extract Two

Question: Is Running Dictation Game effective to enhance the students' Enthusiasm in learning dictation?

Answer: Menurut saya, kegiatan ini sangat meningkatkan antusias saya karena dapat melatih daya ingat, meningkatkan semangat belajar dan melatih kekompakan dalam kelompok.(According to me, this activity can

increase my enthusiasm because can train the ability to memorize, increase the spirit of learning, and train the compactness of the group).

The second informant is also same with the first informant said that it can increase her enthusiasm because it can train the ability to memorize, the compactness of the group and also can increase her spirit in learning.

Extract Three

Question: Is Running Dictation Game effective to enhance the students' Enthusiasm in learning dictation?

*Answer: Menurut saya dalam belajar dictation melalui Runing Dictation game itu sangat bagus karna meskipun saya sangatsusah dalam berbahasa Inggris tapi setidaknya saya berusaha untuk bisa, salah satunya karnadorongan dari teman2 dan yang kedua mungkin karna keadaan yang memaksa untuk harus bias berbahasa Inggris walau kenyataannya saya sangat susah berbahasa Inggris (**In my mind, learning dictation through running dictation game is very good because even though English is difficult for me, it makes me to make effort until I can because of supporting from my friends and the second maybe because of the learning condition that forces me to be able to speak English even though the reality is very difficult**)*

The third informant admit that he is difficult in learning English but through this running dictation game, he attempt to be able because of the condition and the support from his friends in the group.

Extract Four

Question: Is Running Dictation Game effective to enhance the students' Enthusiasm in learning dictation?

*Answer: Running Dictation Game sangat menambah antusias saya karena gamenya menambah wawasan saya di bidang Bahasa Inggris(**Running dictation game can increase my enthusiasm because the game can add my insights about English**)*

The fourth informant said that this running dictation game can increase her enthusiasm because it can increase his insight about English

Extract Five

Question: Is Running Dictation Game effective to enhance the students' Enthusiasm in learning dictation?

*Answer: Ya, karena lebih menyenangkan, bisa melatih writing dan listening skill serta speaking juga. (**Yes, because it is more fun and can practice writing and listening skills as well as improve English speaking.**)*

The fifth informant said that this activity is comfortable. Besides, it can train the writing, listening and also the speaking skill in English.

Extract Six

Question: Is Running Dictation Game effective to enhance the students' Enthusiasm in learning dictation?

Answer: Menurut saya, pembelajaran Running Dictation Game itu efektif karena bisa membantu kualitas pembelajaran bagi kami Mahasiswa dan juga menambah keterampilan berbicara dan mendengarkan dalam bahasa Inggris. (According to me, the learning through running dictation game is effective because it can help the learning quality for us and it also increase the speaking and listening skill in learning English)

The sixth informant has the same views about running dictation game also. She said that this activity is effective because it can train the speaking and listening skill

Extract Seven

Question: Is Running Dictation Game effective to enhance the students' Enthusiasm in learning dictation?

Answer: Iya efektif, karena dalam bermain game Running Dictation kita diajarkan untuk mengasah otak agar lebih cepat menghafal, dan juga kita mendapat kosakata baru. (Yes effective, because of playing game through running dictation, we are learned to train the brain in memorizing and get the new vocabularies.)

The seventh informant said that this activity can train her brain to memorize the sentence and increase the new vocabularies so that according to her, this running dictation game is effective to be employed

Extract Eight

Question: Is Running Dictation Game effective to enhance the students' Enthusiasm in learning dictation?

Answer: Menurut saya efektif, karena meningkatkan pembelajaran lebih interaktif dan menyenangkan. Running Dictation game juga melibatkan kemampuan mendengarkan dan menulis serta mendorong kolaborasi dan komunikasi antar anggota tim sehingga dapat meningkatkan motivasi dan semangat belajar. (According to me, it is effective because it can make more interactive and comfortable learning. Running dictation game also involves the listening and writing skill as well as it supports the collaboration and communication among the members so that it can increase motivation and the spirit of learning.)

The views of eight informant about running dictation game are this activity involves many skills in English such as listening, speaking and writing skill and

supports the collaboration so that the learning activity more interactive and comfortable.

Extract Nine

Question: Is Running Dictation Game effective to enhance the students' Enthusiasm in learning dictation?

Menurut saya efektif digunakan dalam pembelajaran karena dengan teknik ini membuat pembelajaran jadi lebih santai dan tidak menegangkan, kita juga didorong untuk saling bekerjasama dengan kelompok, kita juga lebih termotivasi dalam melakukan pembelajaran, kemampuan bicara kita jadi lebih baik. (According to me it is effective to be used in learning process because by using this technique, it can make the learning more enjoy and it doesn't make tense. We are also supported to collaborate each other, more motivated in learning and also the ability to speak is better.

The ninth informant said that this activity can make the learning more enjoy, more motivated, support the collaboration with the group. Besides, it doesn't make tense in the process of leaning and also the ability to speak is better.

Extract ten

Question: Is Running Dictation Game effective to enhance the students' Enthusiasm in learning dictation?

Answer: Menurut saya mengenai pembelajaran terhadap running dictation game itu efektif karena dapat membantu kita belajar Bahasa Inggris dengan menyenangkan, saling membantu teman kelompok dan dapat memahami penyampaian dari teman kita. (According to me regarding with learning through running dictation game is effective because it can help us to make a comfortable learning English, helping each other, comprehending the message from our friends)

The last informant said that this running dictation game can help the students to make the comfortable learning, the collaboration among friend in the group. Moreover, it train the students to comprehend the message from other friends so that her view about this activity is effective.

- b. The strengths and weaknesses of Running Dictation game in learning dictation.

Running dictation could be one of interesting strategy to improve students' listening skill and it could be one of discomfort activity to learn the dictation materials. Running dictation is a fun strategy that is possibly adapted in a number of ways with its relative ease in preparation. Running dictation is the teaching and

learning strategy in which the students work in group to dictate the sentences, there is a runner and the writer in each group Hess, 2001 in (Putra Jaya et al., 2020). Running dictation is a multi-skill activity involving listening, speaking, reading, and writing. It is fairly easy to prepare and practice. Actually, every activity has the strength and weakness while running the process. The researcher attempts to find out the strength and the weakness of running dictation game based on the students perspective to know what must be prepare and repair in the next activity by using this game. The data findings are concerning about the strength and the weakness are presented below:

Table 3: The strength and the weakness of running dictation game

No	Informant	The strength	The weakness
1.	First Informant	Train the ability to memorize and the compactness in the group	Less of time and the sentence is long
2.	Second Informant	Train the ability to memorize and arrange the sentences as well as increase vocabularies	The sentence is long and the facility is not adequate
3.	Third Informant	The learning is comfortable and train to collaborate with the team	Too busy in the classroom
4.	Fourth Informant	Helping to memorize the vocabularies quickly	Many difficult words and long sentences to be recalled
5.	Fifth Informant	Improve listening and writing skill and the compactness of team	The time is less
6.	Sixth Informant	Supporting the collaboration of the team and improve four skills in English	Less of time and many difficult words
7.	Seventh Informant	The activity is well and fun, train the compactness of the team	The sentence is too long
8.	Eight Informant	increasing the listening skill, writing, collaboration, speed, correctness, and the comfortable learning	The time is less
9.	Ninth Informant	More enjoy and motivated, increase the vocabularies, the speaking is better	The time is less
10.	Tenth Informant	The learning is interested, comfortable and is not boring	The time is less

Extract One

Question: What are the strengths and weaknesses of Running Dictation game in learning dictation?

Answer: The strength of running dictation game

*Melatih daya ingat (**Train the ability to memorize**)*

*Kompak dalam kelompok (**Train the compactness in the group**)*

The weakness of running dictation game

*Waktu yang diberikan kurang banyak (**The time is less**)*

*Terlalu panjang kalimatnya (**The sentence is too long**)*

The first informant's views about the strengths of running dictation game are training the the ability to memorize and the compactness in the group while the weaknesses are the long sentence and the less time given.

Extract two

Question: What are the strengths and weaknesses of Running Dictation game in learning dictation?

Answer: The strength of running dictation game

*Meningkatkan daya ingat (**Increasing the ability to memorize**)*

*Menambah kosakata baru(**Adding the new vocabulary**)*

*Dapat menyusun kata dengan benar(**Able to arrange the sentence correctly**)*

The weakness of running dictation game

*Terlalu mengandung banyak kalimat (**The sentence is too long**)*

*Fasilitas yang diberikan kurang memadai (**The facility is not adequate**)*

The second informant said that the strengths are increasing the ability to memorize and the new vocabularies as well as arrange the sentences in the correct order but the weaknesses are many long sentences and the facility is not adequate.

Extract Three

Question: What are the strengths and weaknesses of Running Dictation game in learning dictation?

Answer: The strength of running dictation game

*Proses pembelajaran asik dan menarik, suatu tugas yang di berikan bisaterselesaikan dengan mudah karna adanya kerja sama antara kelompok itu sendiri, sangat membantu untuk saya yang agak susah dalam berkomunikasi bahasa inggris. (**The learning process is fun and interested, the given activity can be finish easily because of working in team, and it is helping for me to speak English**)*

The weakness of running dictation game

*Kekurangannya itu sendiri mungkin karna keasikan dalam permainan sampai lupa kalau permainan itu sendri lagi dalam proses belajar mengajar misalnya karna terlalu asik sampai ribut dalam ruangann, kadang juga lupa dg aturan yg di sampaikan dosen dalam permainan(**The weakness itself maybe because of enjoying the game until forgetting that the game is in the**)*

process of learning for instance too busy in the classroom, sometimes forgetting the regulation from the lecturer in the game)

The third informant said that this activity is fun and interested, collaborate with team and it can help him to speak English even though English is so difficult for him while the weakness is too busy in the classroom.

Extract Four

Question: What are the strengths and weaknesses of Running Dictation game in learning dictation?

Answer: The strength of running dictation game

Dapat membantu kita dengan cepat menghafal kosakata di game tersebut (It can help us to memorize the vocabulary quickly in the game)

The weakness of running dictation game

Banyak kata yang sulit dan panjang untuk diingat (Many difficult words and too long to be recalled)

The fourth informant said that the strength of this activity is able to memorize the vocabulary quickly and the weakness is many difficult and long sentences to be memorized.

Extract Five

Question: What are the strengths and weaknesses of Running Dictation game in learning dictation?

Answer: The strength of running dictation game

Bisa meningkatkan listening (Able to improve listening)

Meningkatkan writing skill tanpa liat text (Improve writing skills without looking at the text)

Melatih kekompakan dalam kelompok (Train the compactness of the group)

The weakness of running dictation game

Waktunya sedikit diberikan (Less time given)

The fifth informant said that the strengths are improving listening and writing skill and also training the compactness of the team while the weakness is less of time given.

Extract Six

Question: What are the strengths and weaknesses of Running Dictation game in learning dictation?

Answer: The strength of running dictation game

Menurut saya : kelebihan dari Running Dictation Game bisa mendorong kerja sama Tim/Kelompok untuk memecahkan masalah dalam strategi menghafal kosa kata. Strategi ini menuntut kelompok agar menggunakan mata untuk membaca teks, mulut untuk menyampaikan pesan yang ada pada teks, telinga untuk mendengar dan menulis teks kedalam selebar

kertas. (According to me, the strength of this running dictation game can support the collaboration in a team to solve the problem in memorizing the vocabularies. This strategy forces the team to use the eye to read the text, mouth to deliver the text, ear to listen and write the text in the paper)

The weakness of running dictation game

Tergantung waktu yang diberikan. Jika waktunya singkat otomatis teks yang akan dibaca dan hafal tidak terlalu dapat dikuasai sehingga banyak kata-kata yang hilang dan apabila kosa kata yang sulit untuk disebut itu juga menimbulkan salah satu kelemahan bagi kami untuk menulis dan mengungkapkannya kembali. (It depends on the time given, if the time is less, the texts are not mastered well so that many words are lost and the difficult words also are the weakness for me to write and speak again)

The sixth informant said that the collaboration of the team, the improvement of listening, writing and speaking skill as the strength of this activity while the less time given and many difficult words in the sentence.

Extract Seven

Question: What are the strengths and weaknesses of Running Dictation game in learning dictation?

Answer: The strength of running dictation game

Aktivitas proses belajarnya bagus, kita tidak mengantuk, karena kita juga tau kalo bermain game pasti seru kan, jadi proses belajar mengajarnya enak, dapat berinteraksi dengan kompak bersama kelompok. (The learning process in good, we are not sleepy. We also know that if playing a game it is fun actually so that the learning process in comfortable, we can interact with the member of the team compactly)

The weakness of running dictation game

Kalimat dalam teks terlalu panjang, jadi kita belum sampai ke tempat tujuan kita, kalimat sebagiannya udah hilang. (The sentence of the text is too long so we do not arrive in our destination yet, a half of the sentences is lost)

This informant said that the learning process is well because the students are not sleepy and train the compactness of the group. While the weakness, the sentence is long.

Extract Eight

Question: What are the strengths and weaknesses of Running Dictation game in learning dictation?

Answer: The strength of running dictation game

Menurut saya kelebihan running dictation game yaitu meningkatkan keterampilan mendengarkan, menulis, kerjasama, kecepatan, ketepatan dan pembelajaran yang menyenangkan. (According to me the strengths of running dictation game are increasing the listening skill, writing, collaboration, speed, correctness, and the comfortable learning.)

The weakness of running dictation game

Menurut saya keterbatasan waktu membuat kita tergesa-gesa dalam membaca dan mengingat sehingga banyak kosakata yang tidak sesuai. (According to me the limited time so that make us in a hurry in reading and recalling so that the vocabularies are not concord).

The eight informant said that many strengths of this running activities such as increasing the listening skill, writing skill, collaboration, speed, the correctness so that the learning process can be comfortable. The limited of time is the weakness of this activity based on his view.

Extract Nine

Question: What are the strengths and weaknesses of Running Dictation game in learning dictation?

Answer: The strength of running dictation game

Membuat kita lebih termotivasi, kemampuan bicara lebih baik, menambah kosakata, lebih bersemangat dalam memulai pembelajaran dan lebih santai. (Making us more motivated, the ability to speak is better, adding the vocabulary, getting spirit to start the lesson and more enjoy).

The weakness of running dictation game

Waktu yang diberikan kurang lama sehingga tugas yang diberikan tidak selesai. (The given time is less so that the task does not finish).

The ninth informant said that this running dictation game can make her more motivated and more enjoy because it can add the vocabularies to make the ability to speak better while the weakness is just the less in time given.

Extract Ten

Question: What are the strengths and weaknesses of Running Dictation game in learning dictation?

Answer:

The strength of running dictation game

Pembelajarannya sangat menarik dan menyenangkan dan tidak membosankan. (The learning is very interested, comfortable and it is not boring).

The weakness of running dictation game

Kita diberikan waktu yang sangat singkat dan cepat untuk menghafal kalimat (We are given less time to memorize the sentence)

This informant said that this learning activity is very interested and is not boring and the weakness same with almost informants of this research that the time is less to run this activity.

Discussion

Based on the data findings of this research as described before, the researcher illustrated the discussion to answer the research questions of this research. Two parts want to be discussed of this discussion regarding with the effectiveness of running dictation game to enhance the students' enthusiasm in learning dictation and the strength and the weaknesses of this game based on the students' perspective are as follow:

- a. The effectiveness of Running Dictation Game to enhance the students' Enthusiasm in learning dictation.

All of the informants of this research stated that running dictation game are effective to enhance the students' enthusiasm in learning dictation. Many various reasons of the informants regarding with the statement. The first, the second and the seventh informants have similar views they said that this running dictation game can train their ability to recall the sentences and both of them said that it also train the compactness of the group but the second informant adds that this game also can increase her spirit in learning. The third informant admit that this game make him attempt to be able to give the best in learning because of the condition and the support from his friends during the game. Besides, the fourth and the seventh informants said that this running dictation game also can increase their insight about English such as the addition of the new vocabulary. There are three informantssuch as the fifth, the eight and the tenth informant said that this activity is comfortable, interactive and enjoy to be applied in learning dictation so that they are enthusiastic to follow the lesson. It is similar with these offered techniques of applying dictation are described by (Harmer, 2007) as they expected to be enjoyable and have an element of competition.

There are also three informants said that this activity involves three skills in English such as listening, writing and speaking skill. This running dictation game can also support the collaboration with the team in the group, these are stated by the eight, nine and ten informants. The ninth informant also admits that this activity can make her more motivated and doesn't make her tense in the process

of learning. The last informant said that this activity can train the comprehension of the message from other friends. Based on the statements of the informants, it's in line with Patel and Jain, 2008 in (Ramayani, 2019)s that there are some strengths or advantages of running dictation model such: it trains students to reproduce in writing what they listen, it gives good aural practice to the students. It develops the habit of listening attentively in students, it enables students to understand the part of each sentence and word phrases, it enables student to write at good reasonably speed, it enables students to understand spelling and punctuation, it enables students to develop the habit of listening spoken language.

- b. The strengths and weaknesses of Running Dictation game in learning dictation.

The informants of this research have similar and different perspectives regarding with the strength and the weaknesses of running dictation game. The strengths of running dictation game based on the informants' perspectives are the first and the second informant said that it can train the ability to recall/memorize the sentence. It is appropriate with (Purnawati, 2017), "Running dictation is an activity where students read a text, memorize the text for a short time and then write the text". There are three informants such as the first, the fifth and the seventh said that this game can train the compactness of the team in the group and the second, the fourth and the ninth informants said that this activity can increase the new vocabularies but the second informant adds that it also make us arrange the sentences in the correct order. There are three informants such as the third, the seventh and the tenth informants said that this running dictation game is fun, interested and it does not make boring and sleepy in learning English. While the ninth informant adds that this activity can make her more motivated and enjoy following the learning. There are also three informants such as the third, sixth and the eight informants said that this game force us to collaborate each other in the group. The fifth, the sixth and the eight informants also said that this game also

can improve some skills in English such as listening, writing and speaking skills and the third informant just adds that it can help the speaking skill better.

Whereas the weaknesses of running dictation game are almost all of informants said that the time is less and the sentence is too long. The second informant adds that the facility to run the game is not adequate while the third informant also said that it can make the classroom is busy. Besides the fourth and the sixth informants said that many difficult vocabularies in the sentence. The applying of difficult vocabularies by the lecturer or teacher in the game is in line with (Nation, 2008) said that the teacher/lecturer should give unfamiliar texts, thereby making the students' experience of listening the primary aspect of the dictation. Therefore, the application of some unfamiliar or difficult vocabularies are recommended for running this activity but regarding with the vocabularies, (Nation, 2008) also states that the text should be appropriate to the level of the learners. Once the text is selected the difficulty level can be decided. There are a number of ways of influencing the difficulty level of the task even after the difficulty level of the material has been set by the selection process. At the intermediate level, dictations should also come from material the students have already read, in longer, more developed paragraphs. It is also suggested to the teacher or lecturer that want to apply this game, the vocabularies or the sentences should be appropriate with the level of the students itself or the sentence already learned beforehand.

CONCLUSION

Based on the discussion as described before, the researcher takes an inference based on the research questions of this research. The conclusions are as follow:

All informants state that running dictation game effective to enhance the students' Enthusiasm in learning dictation with various kinds of reasons. The reasons are running dictation game can train their ability to recall the sentences, the compactness of the group. This game also can increase her spirit and the

insights about English such as the addition of the new vocabulary. This activity is comfortable, interactive and enjoy to be applied in learning dictation so that they are enthusiastic to follow the lesson, and it involves three skills in English such as listening, writing and speaking skill. This running dictation game can also support the collaboration in the group and make the students more motivated and enjoy the learning process. At last, this activity can train the comprehension of the message from other friends.

The perspective of the students about the strengths and weaknesses of running dictation game in learning dictation. The strengths of running dictation game based on the informants' perspectives are this game can train the ability to recall/memorize the sentences and the compactness of the team in the group, this activity can increase the new vocabularies and improve some skills in English such as listening, writing and speaking skills. This running dictation game is fun, interested and it does not make boring and sleepy in learning process. It can make the students more motivated and enjoy the learning, this game forces the students to collaborate each other in the group and also train the students arrange the sentences in the correct order. Whereas the weaknesses of running dictation games are almost informants said that the time is less and the sentence is too long. Besides, the facility to run the game is not adequate and can make the classroom is busy as well as many difficult vocabularies in the sentence.

REFERENCES

- Agustiani, M., & Yulia, H. (2020). Running dictation technique and learning motivation: their effects on students' listening comprehension achievement. *The Journal of English Literacy Education*, 5(2).
- Cambridge. (2008). *Cambridge Advance Learner's Dictionary*. Cambridge University Press.
- Fadhli, R., Bunau, E., & Wardah, W. (2022). ANALYSIS ON RUNNING DICTATION TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 11(2). <https://doi.org/10.26418/jppk.v11i2.52757>

- Handbook of Research Methods in Personality Psychology edited by Richard W. Robins, R. Chris Fraley, and Robert F. Krueger. (2009). *Personnel Psychology*, 62(1). https://doi.org/10.1111/j.1744-6570.2008.01133_6.x
- Harmer, J. (2007). *The Practice of Language English Teaching* 4th Edition. In *Pearson Longman*.
- Liakin, D., Cardoso, W., & Liakina, N. (2015). Learning L2 pronunciation with a mobile speech recognizer: French/y/. *CALICO Journal*, 32(1). <https://doi.org/10.1558/cj.v32i1.25962>
- Listening, S., & Writing, R. (2008). ESL Developmental Continuum P–10. *Victoria*, 08(c).
- McCrocklin, S. (2019). ASR-based dictation practice for second language pronunciation improvement. *Journal of Second Language Pronunciation*, 5(1). <https://doi.org/10.1075/jslp.16034.mcc>
- McCrocklin, S. M. (2016). Pronunciation learner autonomy: The potential of Automatic Speech Recognition. *System*, 57. <https://doi.org/10.1016/j.system.2015.12.013>
- Natasia Putri, N. M. P., & Muhlisin, M. (2020). THE EFFECT OF RUNNING DICTATION TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION AT THE SECONDGRADE STUDENTS OF SMPN 4 BATUKLIANG UTARAIN ACADEMIC YEAR 2017/2018. *JUPE : Jurnal Pendidikan Mandala*, 5(6). <https://doi.org/10.36312/jupe.v5i6.933>
- Nation, I. S. P. (2008). Teaching ESL/EFL Reading and Writing. In *Teaching ESL/EFL Reading and Writing*. <https://doi.org/10.4324/9780203891643>
- Nation, I. S. P., & Newton, J. (2008). Teaching ESL/EFL Listening and Speaking. In *Teaching ESL/EFL Listening and Speaking*. <https://doi.org/10.4324/9780203891704>
- Newton, J. M., & Nation, I. S. P. (2020). Teaching ESL/EFL listening and speaking. In *Teaching ESL/EFL Listening and Speaking*. <https://doi.org/10.4324/9780429203114>
- Nur, A. (2019). The influential factors on students' enthusiasm in learning speaking skills. *English Lang. Teach. ELF Learn*.
- Nurdianingsih, F., & Rahmawati, O. I. (2018). Running Dictation As An Effective

Technique On The Teaching Writing Skill. *2nd English Language and Literature International Conference*, 2(5).

Nurmala, E. (2020). THE INFLUENCE OF RUNNING DICTATION METHOD ON STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY. *Jurnal Bahasa Inggris Terapan*, 6(2). <https://doi.org/10.35313/jbit.v6i2.2281>

Purnawati, P. (2017). RUNNING DICTATION TO ACTIVATE STUDENTS IN SPEAKING CLASS. *ENGLISH EDUCATION: JOURNAL OF ENGLISH TEACHING AND RESEARCH*, 2(2). <https://doi.org/10.29407/jetar.v2i2.853>

Putra Jaya, H., Lingga Pitaloka, N., & Wijaya, A. (2020). Running Dictation to Develop Students' Listening Comprehension Ability. *Indonesian Research Journal in Education [IRJE]*. <https://doi.org/10.22437/irje.v4i2.10907>

Ramayani, S. (2019). THE EFFECT OF RUNNING DICTATION MODEL ON STUDENTS' WRITING ADVERTISEMENT TEXT ABILITY (A Study at the Tenth Grade Students of SMA Negeri 5 Padangsidempuan). *Jurnal Liner*, 2(2).

Siskin, H. J., Davis, P., & Rinvulcri, M. (1989). Dictation: New Methods, New Possibilities. *The Modern Language Journal*, 73(4). <https://doi.org/10.2307/326886>