



STUDENTS' PERCEPTIONS OF RUNNING DICTATION STRATEGY IN ENGLISH LEARNING AT MTS RAUDHATUL JANNAH PALANGKA RAYA

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ABSTRACT

English language learning requires interactive strategies that can increase students' participation, motivation, and classroom engagement. However, many English learning activities are still perceived as monotonous because students tend to sit, listen, and complete written tasks without active involvement. This study aimed to describe students' perceptions, challenges, and perceived benefits of using the Running Dictation strategy in English language learning at MTs Raudhatul Jannah Palangka Raya. This research used a qualitative method with a descriptive case study design. The participants were ten students selected through purposive sampling. Data were collected through interviews and documentation, then analyzed using data reduction, data display, and conclusion drawing. The findings showed that students had positive perceptions of Running Dictation because it made learning more enjoyable, active, and collaborative. However, students also faced challenges in memorizing texts, managing time, and maintaining concentration. The study concludes that Running Dictation is a useful strategy for creating active English learning.

Keywords: *Running Dictation, students' perception, English learning.*

1. INTRODUCTION

In today's increasingly globalized world, English has become one of the most widely used languages internationally, making it an essential subject in education (Tambunsaribu & Galingging, 2021; Dearden, 2014; Salomone & Salomone, 2022). In Indonesia, English is taught from primary to higher education levels and has been included in the national curriculum because of its role as an international language. English has also been part of the Indonesian education system since the country's independence, reflecting the government's effort to improve the quality of human resources, particularly because many academic references and scientific sources are written in English (Asholahudin, 2020; Agung & Surtikanti, 2020; Melvina & Julia, 2021). Therefore, the effectiveness of English language learning has become an important concern in achieving educational goals.

The success of English language learning is strongly influenced by the teaching strategies used in the classroom. Appropriate teaching strategies can help students achieve better learning outcomes, while the selection of teaching approaches becomes one of the determining factors in the learning process (Uzer, 2020; Alleyza et al., 2021; Pujiati & Tamela, 2019). A suitable strategy allows students to explore their knowledge, perspectives, and values more actively. One strategy that can be applied in English language learning is active learning, which aims to strengthen students' engagement with the learning material (Devira, 2020; Liu & Yang, 2025; Tuspekova et al., 2020). Thus, teachers are expected to implement learning strategies that encourage students to participate actively in classroom activities.

In relation to student participation, English teachers are required to create interactive classroom situations that support

students' involvement during the learning process. The orientation of teaching has shifted from a behavioristic approach to a constructivist approach, which emphasizes active learning and gives students opportunities to become more innovative in learning activities (Rohani, 2021; Brown, 2017). ECAFE-based learning and active learning are closely related because both encourage students to participate actively in the learning process, including in English language instruction (Pardede & Suzanne, 2021). For this reason, learning strategies that involve students directly are important to be implemented, especially in English classrooms where interaction, communication, and student engagement are needed.

One strategy that can support active student involvement is Running Dictation. Running Dictation is a teaching strategy in which students work in teams to dictate sentences. In each group, students take different roles as runners and writers. The runner goes to a place where the teacher has placed a text, reads and memorizes it, then returns to the group to dictate the text to the writer, who writes it down as accurately as possible (Wangge & Timu, 2020). This strategy combines movement, memory, communication, listening, speaking, reading, and writing activities. The use of physical communication games such as Running Dictation can increase students' interest and motivation in learning. It also encourages learners to be actively involved, helps them understand English lessons more effectively, and improves their academic performance and communication skills (Taofik et al., 2022; Rojo-Ramos et al., 2025; Hartanto et al., 2021).

Although Running Dictation has the potential to create an active and enjoyable learning environment, students' responses toward its implementation need to be explored. Students' perception is an important aspect in evaluating a learning strategy because it reflects how students experience, respond to, and interpret the learning process. Perception influences actions, and actions may reflect one's thoughts and attitudes. Perception can also be understood as a direct reaction or representation of knowledge obtained through the senses (Nur Rahmawati et al., 2025). In this context, students' perceptions are valuable because they provide information about how

students understand, experience, and evaluate the use of Running Dictation in English language learning (Linda et al., 2025).

Based on the preliminary phenomenon observed by the researcher, the English teacher at MTs Raudhatul Jannah Palangka Raya applies the Running Dictation strategy in English language learning activities. This strategy is used to encourage students to be more active, to increase interaction among students, and to create a more enjoyable classroom atmosphere. Through Running Dictation, students are expected to participate actively, cooperate with their peers, and engage enthusiastically in learning activities. However, each student may have different perceptions of the strategy because perception is influenced by internal factors such as physical and psychological conditions, interests, learning experiences, and individual differences. In addition, external factors such as teaching methods and classroom learning models may also influence students' learning experiences.

Therefore, this study focuses on students' perceptions of the Running Dictation strategy in English language learning at MTs Raudhatul Jannah Palangka Raya. Specifically, this study aims to describe students' perceptions of the use of Running Dictation, identify the challenges experienced by students when using the strategy, and identify the benefits perceived by students during its implementation. By examining students' perceptions, this research is expected to provide a clearer understanding of how Running Dictation is experienced by students and how it contributes to English language learning in the classroom.

2. METHODS

This study used a qualitative method with a descriptive case study design. The qualitative method was chosen because this study aimed to explore students' perceptions, experiences, benefits, and challenges in using the Running Dictation strategy in English language learning (Creswell, J. W., & Creswell, 2018; Patton, 2020; Tisdell et al., 2025). This approach was appropriate because the study did not focus on measuring variables or testing hypotheses, but on understanding students' responses toward a learning strategy in a natural classroom context. Qualitative

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research allows researchers to collect data in the form of words, opinions, and personal experiences, which are suitable for investigating students' perceptions and learning experiences (Creswell & Poth, 2016). In addition, descriptive research was used because this study aimed to describe the phenomenon as it naturally occurred without manipulating variables or giving experimental treatment (Siedlecki, 2020).

Respondents

The participants of this study were students of MTs Raudhatul Jannah Palangka Raya, Central Kalimantan. The study involved ten students who had experienced learning English using the Running Dictation strategy. The participants were selected using purposive sampling because they were considered able to

provide relevant information related to the objectives of the study. The criteria for selecting participants were students who actively participated in English learning activities, had experienced learning through Running Dictation, represented different levels of English proficiency, and were willing to participate in the research.

The students' English proficiency levels were classified based on their English achievement scores obtained from the English teacher. Students with scores of 80-100 were categorized as high-level students, students with scores of 60-79 were categorized as medium-level students, and students with scores below 60 were categorized as low-level students. This classification was used to ensure that the selected participants represented different learning abilities.

Table 1. Research Participants

No.	Participant Code	Gender	English Proficiency Level	lass
1.	Student 1	Male	High	II B
2.	Student 2	Male	High	II B
3.	Student 3	Male	High	II B
4.	Student 4	Male	Medium	II B
5.	Student 5	Male	Medium	II B
6.	Student 6	Male	Medium	II B
7.	Student 7	Male	Low	II B
8.	Student 8	Male	Low	II B
9.	Student 9	Male	Low	II B
10.	Student 10	Male	Low	II B

Data Collection

The data in this study were collected through classroom observation, semi-structured interviews, and documentation. Observation was used to examine students' participation, interaction, and responses during the implementation of the Running Dictation strategy in English learning (Spradley, 2016). Through observation, the researcher was able to identify how students engaged in the

activity, worked with their peers, and responded to the learning process.

Semi-structured interviews were conducted to obtain deeper information about students' perceptions, perceived benefits, and challenges in using the Running Dictation strategy (Kvale, 2021). The interview allowed the researcher to use prepared questions while still providing opportunities for follow-up questions based on students' answers.

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Documentation was also used as supporting data, especially in the form of audio recordings of the interview sessions. The recordings helped the researcher ensure the accuracy and completeness of the data before the interview results were transcribed and analyzed.

Instruments

The main instruments in this study were observation guidelines and semi-structured interview guidelines. The observation guideline was used to record students' activities, participation, interaction, and responses during the Running Dictation

activity. Meanwhile, the interview guideline was designed based on the research questions and focused on three main aspects: students' perceptions, benefits, and challenges in using the Running Dictation strategy. The interview questions were arranged to help the researcher explore students' learning experiences in more detail. The indicators included general perception, interest and enjoyment, student engagement, learning motivation, teamwork, learning benefits, language improvement, classroom interaction, learning challenges, memory and time management, and suggestions for improvement.

Table 2. Semi-Structured Interview Guidelines

No.	Research Questions	Interview Focus	Interview Questions
1.	RQ 1	General perception	What do you think about learning English using the Running Dictation technique?
		Interest and enjoyment	How do you feel when participating in the Running Dictation activity during English lessons?
		Student engagement	How does the Running Dictation activity encourage you to participate actively during English learning?
		Learning motivation	In what ways does the Running Dictation technique influence your motivation in learning English?
		Teamwork experience	How do you feel about working with your classmates during the Running Dictation activity?
2.	RQ 2	Learning benefits	What benefits do you gain from participating in the Running Dictation activity?
		Language improvement	How does Running Dictation help improve your English skills, such as vocabulary or sentence understanding?
		Classroom interaction	How does the Running Dictation activity help you interact with your classmates during learning?
3.	RQ 3	Learning challenges	What difficulties do you experience when participating in the Running Dictation activity?
		Memory and time management	What challenges do you face in remembering the text or managing time during the activity?
		Suggestions for improvement	What suggestions do you have to improve the implementation of the Running Dictation activity?

Data analysis

The data were analyzed using an interactive model of qualitative data analysis consisting of data collection, data reduction, data display, and conclusion drawing and verification. In the data collection stage, the researcher gathered information through classroom observation and interviews. The observation data provided information about students' participation and interaction during the Running Dictation activity, while the interview data provided deeper insights into students' perceptions, benefits, and challenges.

In the data reduction stage, the researcher read the observation notes and interview transcripts repeatedly to identify relevant information. Data that were not related to the research questions were eliminated, while important data were coded and grouped into themes. The themes included students' interest and enjoyment, engagement, motivation, teamwork, learning benefits, language improvement, classroom interaction, learning difficulties, and suggestions for improvement.

In the data display stage, the reduced data were organized into tables and descriptive narratives to make the findings easier to understand. The researcher then identified patterns and relationships among the data. Finally, in the conclusion drawing and verification stage, the researcher interpreted the data to answer the research questions. The conclusions were continuously checked by comparing the observation and interview data to ensure that the findings were supported by the data and reflected students' actual experiences.

3. RESULT AND DISCUSSION

Finding of the Research

This section presents the findings of the research obtained from interviews and documentation. The interviews were conducted with ten selected students of class VII B at MTs Raudhatul Jannah Palangka Raya. The participants were selected because they had experienced English learning through

the Running Dictation strategy. The interview questions focused on three main aspects: students' perceptions toward the use of the Running Dictation strategy, students' challenges in using the strategy, and students' perceived benefits after participating in the activity.

The findings are presented based on the research questions. The first part explains students' perceptions toward the use of Running Dictation in English language learning. The second part discusses the challenges experienced by students during the activity. The third part describes the benefits perceived by students after learning English through Running Dictation.

Students' Perceptions toward the Use of Running Dictation Strategy

The findings show that most students had positive perceptions toward the use of the Running Dictation strategy in English language learning. Students described the activity as enjoyable, exciting, active, interesting, challenging, and not boring. The strategy was perceived as different from regular English learning because it required students not only to sit and listen to the teacher, but also to move, read, memorize, write, communicate, and cooperate with their classmates.

One of the main findings was that Running Dictation created an enjoyable learning atmosphere. Student 1 stated, *"It is very enjoyable and exciting. This activity makes the lesson feel different because students do not only sit and listen to the teacher's explanation, but also move around, memorize information, and work together with their friends."* This response shows that the student viewed Running Dictation as a learning activity that changed the classroom atmosphere from passive learning into active learning. The student also felt more relaxed during the activity, as reflected in the statement, *"I feel happy because it makes the*

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learning atmosphere more relaxed and helps my mind feel calmer."

A similar response was given by Student 2, who said, *"Very fun and quite challenging. I feel that this activity makes English learning more lively because students have to move around and think quickly."* This statement indicates that the student perceived Running Dictation as a dynamic activity. The element of movement and quick thinking made the learning process more alive and engaging. Student 3 also stated, *"This activity makes the learning atmosphere more active and not boring. I feel very happy and pleased because I can learn in a different way."* This response confirms that students appreciated the variation offered by Running Dictation because it reduced boredom and provided a different learning experience.

The findings also indicate that Running Dictation encouraged students to participate more actively in English learning. Student 3 explained, *"This activity encourages me to participate actively because I cannot just stay silent. I have to take part in reading, memorizing, writing, and discussing with my group members."* This statement shows that Running Dictation required students to be directly involved in the learning process. Students could not remain passive because every member had a role in completing the task. Student 4 also supported this view by stating, *"I feel that this activity makes students more active compared to regular learning activities."* This indicates that students perceived Running Dictation as more engaging than conventional learning activities.

In addition to active participation, students also perceived Running Dictation as a strategy that increased their enthusiasm and motivation in learning English. Student 5 stated, *"This activity makes English learning more interesting because it is carried out while moving around and working together. I do not get bored easily because this activity keeps me engaged throughout the learning process."* This statement shows that the combination of movement and teamwork helped students maintain their interest during the lesson. Student 6 also stated, *"This activity makes me feel that English can be learned in*

an enjoyable way." This response is important because it shows that Running Dictation helped students develop a more positive attitude toward English learning.

Several students also viewed Running Dictation as a game-like activity. Student 7 said, *"In my opinion, learning English using this technique is very enjoyable and fun. This activity makes learning feel more interesting because it includes an element of a game."* This indicates that the game element made the activity more attractive to students. Student 8 also stated, *"I feel quite happy because the game in this activity is fun. I feel that learning becomes less boring and makes me more enthusiastic."* These responses suggest that the playful nature of Running Dictation helped increase students' motivation and reduce the monotonous impression of English learning.

The findings further show that Running Dictation supported teamwork among students. Student 5 stated, *"Very enjoyable because we had to be united and trust each other."* Student 7 also explained, *"We learned to divide the tasks so that the activity could run faster and the result would be better."* Similarly, Student 10 stated, *"Very good because we learned to be united and support each other."* These statements indicate that students did not only perceive Running Dictation as an individual learning activity, but also as a collaborative activity that required cooperation, trust, and shared responsibility.

Overall, the students' perceptions toward the Running Dictation strategy were positive. Students viewed the strategy as enjoyable, active, motivating, and collaborative. The activity encouraged students to move, read, memorize, write, deliver information, and cooperate with their classmates. Therefore, Running Dictation can be considered a suitable strategy for creating a more active and enjoyable English learning atmosphere.

Students' Challenges in Using the Running Dictation Strategy

Although the students had positive perceptions, the findings also revealed several challenges in using the Running Dictation strategy. The challenges were mainly related to memory, concentration, time management, sentence length, vocabulary difficulty, writing accuracy, group distance, and classroom noise. These challenges appeared because Running Dictation required students to complete several tasks at the same time, such as reading, memorizing, moving, dictating, listening, and writing.

The most common challenge experienced by students was remembering words or sentences. Student 1 stated, *"I have difficulty remembering the words or sentences that I have seen. Sometimes I forget some of the words when I return to my group."* This statement shows that memorization was one of the main difficulties in the activity. Since students had to read the text, memorize it, and then deliver it to their group members, they needed strong focus and short-term memory. Student 2 also experienced a similar difficulty, saying, *"I could only remember part of the sentence, so I had to go back again to look at the text."* This response indicates that some students found it difficult to remember the complete sentence accurately.

Another challenge was related to long sentences or long texts. Student 5 stated, *"Remembering long sentences. I had to concentrate so that I would not forget important parts of the sentence."* Student 8 also explained, *"The difficulty I experienced was remembering long texts."* These responses show that the length of the text affected students' ability to participate effectively. The longer the sentence or text, the more difficult it was for students to memorize and deliver the information correctly. Student 9 also stated, *"When I had to remember quite long sentences. I had to repeat them several times in my mind so that I would not forget them."* This statement indicates that students needed extra effort to retain longer information during the activity.

The findings also show that concentration became an important challenge. Student 7 stated, *"Sometimes I forgot part of the sentence, so I had to stay really focused. I*

had to deliver the sentence clearly to my group members." This statement shows that students needed to maintain concentration not only when reading the text, but also when delivering the information to their group. Student 10 also stated, *"The challenge I faced was maintaining concentration so that I would not make mistakes when delivering the sentences to my group members."* These responses suggest that Running Dictation requires both focus and accuracy because mistakes in delivering information can affect the group's final answer.

Time management was also identified as a challenge. Student 1 said, *"I have to write and memorize the text alternately within a limited amount of time. In my opinion, the activity should be given a little more time because the amount of time greatly affects the group's work results."* This response shows that limited time made the activity more difficult for students. Student 9 also explained, *"The biggest challenge for me was dividing the time between memorizing and writing the answers quickly."* These statements indicate that students had to manage several tasks within a short period, including reading, memorizing, moving, dictating, and writing.

Writing accuracy and vocabulary difficulty also became challenges during the activity. Student 3 stated, *"Sometimes I forgot the letters or the order of the words, so the writing could be incorrect."* This statement shows that students needed to pay attention to spelling and word order. Student 10 also explained, *"Sometimes, there were words that were difficult to remember or difficult to write."* These responses indicate that unfamiliar vocabulary and English spelling could make the activity more difficult for students.

In addition to cognitive challenges, classroom management also became an important issue. Student 2 suggested, *"My suggestion is that the distance between groups should be made farther apart so that students do not bump into each other while moving."* Student 3 also stated, *"Each group should be given enough distance so that other groups cannot see or hear the answers."* These statements show that group distance and

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classroom space affected the implementation of Running Dictation. Student 6 also said, *"The number of members or groups could be rearranged because if there are too many, the distance between groups becomes too narrow."* Meanwhile, Student 10 emphasized the importance of classroom order by stating, *"The classroom atmosphere needs to be made more orderly so that students can focus better. If the class is too noisy, students will find it difficult to hear and remember the sentences well."*

Based on the students' responses, the challenges in using Running Dictation can be grouped into three categories. The first category is cognitive challenges, including memorizing words, remembering long sentences, maintaining concentration, and understanding vocabulary. The second category is technical challenges, including time management, writing accuracy, and clear delivery of sentences. The third category is classroom management challenges, including group distance, classroom noise, movement space, and group arrangement. Therefore, teachers need to prepare the activity carefully by considering the text length, vocabulary level, time allocation, number of group members, and classroom layout.

Students' Perceived Benefits of the Running Dictation Strategy

The findings also show that students perceived several benefits from the Running Dictation strategy. The benefits included memory training, improved focus, vocabulary development, spelling practice, sentence understanding, writing practice, communication, teamwork, confidence, and classroom interaction. These benefits appeared because Running Dictation involved students in several English learning activities at once.

One of the main benefits perceived by students was memory training. Student 1 stated, *"It trains my memory because I have to pay attention to the text and then deliver it again to my friend."* This response shows that the activity helped students practice remembering information. Student 3 also

stated, *"The benefit is that it can train my brain and improve my memorization speed."* This indicates that Running Dictation helped students improve their ability to remember words and sentences. Student 4 gave a similar response by saying, *"My memory became more trained."* These statements show that memorization was not only a challenge but also a benefit of the strategy.

Running Dictation also helped students improve their focus and concentration. Student 2 stated, *"I felt more focused because I had to pay attention to the text and deliver the information accurately."* Student 5 also said, *"I also feel that it is easier to focus because I have to pay close attention to the text."* These responses indicate that the activity required students to be attentive throughout the learning process. Student 8 also explained, *"I feel that this activity helps me focus more when looking at and remembering the text."* Therefore, Running Dictation can help students develop better concentration during English learning.

Vocabulary development was another benefit perceived by students. Student 2 stated, *"Helps me remember English vocabulary more quickly."* Student 4 also explained, *"I begin to recognize more vocabulary and learn how to write words in English."* Student 6 stated, *"Helps me remember English vocabulary. I also become more accustomed to seeing and saying English words."* These responses show that Running Dictation exposed students to English vocabulary through reading, speaking, listening, and writing activities. This repeated exposure helped students become more familiar with English words.

The findings also show that Running Dictation supported spelling and sentence understanding. Student 5 stated, *"Helps me remember the spelling of English words more quickly."* Student 8 also explained, *"I learn to pay attention to word forms so that I do not make mistakes when writing them down."* Student 7 stated, *"I become more familiar with the structure of sentences in English."* These responses indicate that students did not only learn vocabulary, but also became more

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aware of spelling, word forms, and sentence structure.

Running Dictation also provided benefits for English language skills. Student 10 stated, *"Helps improve my English reading, listening, and writing skills. I also become more accustomed to understanding simple sentences in English."* This statement shows that Running Dictation can support integrated language learning because the activity involves reading the text, listening to group members, speaking or dictating sentences, and writing the final answer. Therefore, the strategy can help students practice several English skills in one activity.

Another important benefit was communication and teamwork. Student 2 stated, *"This activity requires me to communicate, discuss, and work together with my friends. My interaction with my classmates becomes better."* Student 3 also explained, *"This activity helps me interact because I have to invite my friends to discuss. I also learn to listen to my friends' opinions in the group."* These responses show that Running Dictation created opportunities for students to communicate and cooperate with their classmates. Student 10 also stated, *"I become more able to work together with my friends in completing the task."* This indicates that the strategy supported collaborative learning and peer interaction.

Confidence was also identified as one of the perceived benefits. Student 1 stated, *"I become more confident in speaking and working together with my friends."* Student 9 also said, *"I become more accustomed to reading English sentences. Helps me become closer to my classmates and interact with them more easily."* These statements indicate that Running Dictation helped students feel more comfortable using English and interacting with their peers.

Overall, the students perceived that Running Dictation provided academic, social, and affective benefits. Academically, it helped students improve vocabulary, spelling, sentence understanding, reading, listening, writing, memory, and focus. Socially, it encouraged communication, teamwork, discussion, and classroom interaction.

Affectively, it increased students' confidence, enthusiasm, and enjoyment in learning English.

Discussion

Based on the results of interviews with ten participants, it was found that most students had positive perceptions toward the use of the Running Dictation strategy in English language learning at MTs Raudhatul Jannah Palangka Raya. (1) Students' Perceptions, from this aspect, Running Dictation has proven to create a more enjoyable, active, interesting, and motivating learning atmosphere for students. The strategy makes students more involved in the learning process because they are not only asked to sit and listen to the teacher, but also to move, read, memorize, write, deliver information, and work together with their group members. (2) Students' Challenges, from this aspect, students still experienced several difficulties during the implementation of Running Dictation, especially in remembering words or sentences, managing time, maintaining concentration, dealing with long texts, and adjusting to classroom conditions. (3) Students' Perceived Benefits, from this aspect, Running Dictation provides several benefits for students, such as training memory, improving focus, developing vocabulary, supporting spelling accuracy, improving sentence understanding, encouraging communication, strengthening teamwork, and increasing students' confidence in English learning.

Overall, the results of this study indicate that students' perceptions of the Running Dictation strategy in English language learning are positive. This is because the strategy not only makes learning more enjoyable, but also encourages students to become more active and engaged in classroom activities. Based on the concept of perception proposed by McDonald (2012), perception is a cognitive process through which individuals interpret and give meaning to their experiences. In this research, students' positive perceptions were formed through their direct involvement in the Running

Dictation activity. The students experienced learning through movement, memorization, communication, and teamwork, so they interpreted the strategy as an enjoyable and meaningful learning experience. This finding is also in line with Campbell et al. (2001), who state that students' perceptions in educational settings influence how they respond to instructional activities.

In terms of students' perceptions, the interview results show that Running Dictation is able to create a more active and interactive learning atmosphere. Students considered the activity enjoyable, fun, interesting, challenging, and not monotonous. This condition encouraged them to participate more actively in English learning. The finding is consistent with Rezai et al. (2025), who explain that positive perceptions toward a learning strategy may encourage students to participate more actively and show greater enthusiasm. It is also supported by Cahyati & Apsari (2023), who found that Running Dictation was perceived positively by students because it created a fun, competitive, and participatory learning process. In addition, Sari et al. (2024) found that Running Dictation increased students' engagement, comprehension, and motivation in reading lessons. Therefore, the positive responses found in this study show that Running Dictation can be used as a strategy to support active and student-centered English learning.

Additionally, in terms of students' challenges, the findings show that Running Dictation also presents several difficulties for students. The most common challenge is memorization, as students have to remember words, letters, word order, or long sentences before delivering the information to their group members. This finding supports Illanangingtyas (2023), who explains that in the procedure of Running Dictation, students as runners must read and memorize the text before returning to dictate it orally to the writer. Besides memory problems, students also experienced challenges in managing time because they had to read, memorize, move, dictate, and write within a limited duration. The difficulty became greater when the text was too long or contained unfamiliar

vocabulary. This is in line with Sabrina (2023), who state that students may find Running Dictation difficult when the text is too long or complex. Hidayati et al. (2023) also explain that the success of Running Dictation depends on careful material selection because overly difficult texts may discourage learners. Therefore, teachers need to prepare suitable texts, provide enough time, give clear instructions, and manage the classroom properly.

Meanwhile, from the aspect of students' perceived benefits, the results of this study show that Running Dictation gives positive contributions to students' English learning. The strategy helps students train their memory, improve concentration, remember vocabulary, recognize spelling, understand sentence structure, and practice several English skills. This finding is in line with Shafara & Zuhriyah (2024), who state that Running Dictation helps students acquire and retain new words effectively through active and enjoyable classroom interaction. The vocabulary benefit is also supported by Mislawiyadi & Karim (2024), who found that the Running Dictation Game was effective in improving vocabulary mastery among younger learners. In terms of writing, the findings are related to Ningsih et al. (2024), who found that Running Dictation improved students' writing ability. In addition, Jalala (2026) state that Running Dictation can increase students' speaking fluency by encouraging interaction and collaboration.

Furthermore, Running Dictation also supports students' social and affective development. The strategy encourages students to communicate, discuss, divide tasks, listen to their friends, and work together to complete the activity. This is related to Devira (2020), who explains that active learning aims to strengthen students' engagement with the subject matter by involving them directly in the learning process. The findings also support Purnawati (2017), who found that Running Dictation enhanced students' speaking performance, confidence, and teamwork. Therefore, it can be concluded that Running Dictation is not only useful for improving students' English skills, but also for increasing

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their motivation, confidence, collaboration, and classroom interaction. With proper preparation, Running Dictation can become an effective strategy for creating active, collaborative, and meaningful English language learning.

4. CONCLUSION

Based on the findings of this study, it can be concluded that the Running Dictation strategy is an appropriate and meaningful alternative strategy for English language learning at MTs Raudhatul Jannah Palangka Raya. The students generally showed positive perceptions toward the use of this strategy because it made English learning more enjoyable, active, interesting, and less monotonous. Through Running Dictation, students were not only required to listen to the teacher, but also to move, read, memorize, write, deliver information, and cooperate with their classmates. These activities encouraged students to participate more actively and increased their motivation during the learning process. However, the implementation of Running Dictation also presented several challenges, particularly in remembering words or sentences, managing limited time, maintaining concentration, understanding long texts, and dealing with classroom noise or group arrangement. Despite these challenges, the strategy provided several important benefits for students, such as improving memory, focus, vocabulary mastery, spelling accuracy, sentence understanding, communication, teamwork, confidence, and classroom interaction. Therefore, Running Dictation can support both students' language development and social interaction in the classroom. With clear instructions, suitable text selection, sufficient time allocation, and good classroom management, this strategy can be implemented effectively to create a more active, collaborative, and enjoyable English learning atmosphere.

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