

**THE INFLUENCE OF RUNNING DICTATION TECHNIQUE AND LEARNING  
MOTIVATION TOWARDS READING COMPREHENSION ACHIEVEMENT OF  
THE EIGHTH GRADE STUDENTS OF SMPN 35 PALEMBANG**

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**ABSTRACT:** This research was concerned with the influence of running dictation technique and learning motivation towards reading comprehension achievement of the eighth grade students of SMPN 35 Palembang. In this study 60 students of eighth grade students of SMPN 35 Palembang in the academic year 2020/2021 were chosen as samples by means of two stage random sampling. This study applied factorial research design. The data were collected by using questionnaire and test. The data were analyzed by using Paired Sample t-test, Independent Sample t-test, and Two- Way ANOVA. From the two way ANOVA test results of  $0.712 > 0.05$ , the results are obtained first, there was a significant influence in students' reading comprehension taught by using running dictation technique. Second, there was not any significant influence in students' reading comprehension taught by conventional teaching technique. Third, there was significant influence in students' reading comprehension students who have high and low learning motivation by using running dictation technique and conventional teaching technique. Last, there is not any significant interaction effects of motivation on students' narrative text comprehension taught by using running dictation technique and learning motivation towards the students' reading comprehension of SMPN 35 Palembang. So, running dictation technique was effective for students who have high and low learning motivation.

**Keywords:** Running Dictation Technique, Conventional Teaching Technique, Learning Motivation, Reading Comprehension

## **1. INTRODUCTION**

The aim of English classes in Indonesia is for students to be able to communicate in English and read English-language reference books. As a result, English is taught beginning in kindergarten, primary schools, junior high schools, and senior high schools. Basically, language usage is inextricably linked to human life because language is one of the most critical aspects of communication.

English is an international language that is used in almost every

country on the planet. While English is spoken as a first language in some countries, it is regarded as a foreign language in Indonesia. As a result, English is only used in formal settings, such as classrooms, and not in everyday interactions. Learning a language necessitates proficiency in the following areas: listening, writing, speaking, and reading. The four abilities are intertwined. As a result, students must learn both oral and written communication. Reading is regarded as the most critical of all abilities.

Reading is an important skill for readers to develop and improve their knowledge. It gives users access to factual information as well as useful knowledge. Readers learn to process information from texts by reading. Reading, according to Cooper et al (1988), is a process that creates or develops meaning from sources. Reading is the process of extracting meaning from a text.

According to Ruddeli (2005), reading comprehension is the most prevalent academic reading aim. Some sentences are read by readers for two reasons: instruments and pleasure. Instruments are reading aids that will assist readers in achieving specified objectives. While pleasure relates to reading, it will lead to enjoyment for the reader. Furthermore, according to Diem (1999), reading is important not just for comprehension but also for learning to read. We must extract the meaning from the book and then apply it to our own lives when we read it.

There are five phases of reading development, according to N's Namdi (2005:15). (1) pre-reading, (2) beginning reading, (3) improving reading fluency, (4) increased reading ability and growth of reading interest, and (5) enhancing and refining reading skills are the stages. For children to improve their reading skills, they must go through all of these stages.

## **2. LITERATURE REVIEW**

### **Concept of Reading Comprehension**

Many experts have different meanings for reading. Reading is an active cognitive process of communicating with print and controlling comprehension to

determine context, according to Bromly in Indah (2013: 25).

Jaya (2017) Reading is a straight forward procedure. How can you recite each word in a text while also comprehending its meaning? "Reading is a simple process: readers decode (find out how to pronounce) each word in a book and then automatically comprehend the meaning of the words, just as they do with their everyday spoken language," according to Schoenbach (2012, p.17). "Reading is the practice of employing text to produce meaning," Johnson (2008, p.3) explained. It means that reading is a process in which kids practice reading a word by constructing a meaning from the text. Richard and Renandya remark, "Reading has a specific focus in many second and third foreign language learning contexts" (2002, p.273). In other words, reading has become a popular pastime since it allows people to gain knowledge from a range of texts, have fun, find work, and complete some schoolwork. Reading can also be used to gather information for the purpose of forming an interpretation. Reading, according to Grabe and Stoller (2011: xvi), is a method of extracting information from a text and forming an interpretation of that information.

Reading, according to Ruddell (2005, p. 30), is "the act of constructing meaning while transacting text." It signifies that reading is a type of communication in which ideas and information are transferred from the writer to the reader. The reader's capacity to deduce meaning from the text is contingent on her ability to make use of the text's information. Jaya (2017) It could be brand new information or old information. In

conclusion, reading does not imply the act of reading aloud.

The writer concludes from the above explanation that reading is not only an important skill for students because it allows them to extract meaning and learn new language from written texts, but it is also a complex interaction between the text and the reader that is shaped by the reader's prior knowledge, experiences, attitude, and culturally and socially relevant language community.

### **1. Concept of Running Dictation Technique**

A running dictation is a form of dictation. According to Wan Chai in Nuralisah, Running Dictation is an activity for students who enjoy being around others and working in groups (2017, p.23).

The reader's understanding of the writer's idea is the reading. When it comes to comprehending the contents of documents, Simaibang (2017) also noted that there are different ways of text is usually posted on the wall. Based on the above definition, the writer believes that Running Dictation is an activity in which students work in pairs. They must read and memorize a short text before speaking the sentences to another member of the community who will write it down.

Running dictation is an English teaching tool that integrates English learning practice. Listening, speaking, reading, and writing are the four skills involved. Running dictation can help students improve not only their writing but also their reading skills. Based on the above explanation, it can be inferred that running dictation is an activity in which learners work in groups or pairs to dictate a phrase. There's the runner, and then

there's the editor. The runner must read and memorize a short text, then say the phrases or sentences, while the writer must write down what their member group has said. There are several different procedures for teaching English using the running dictation method, and the instructor can use different procedures depending on the needs of the students.

### **2. Concept of Learning**

#### **Motivation**

Many experts have different concepts of motivation. Motivation, according to Harmer in Simaibang (2017), is a form of internal drive that encourages someone to follow a course of action. Furthermore, Okumbe claimed in Ritho (2015) that motivation is a process that starts with a deficit. That is psychological motivation or a desire to achieve a goal. As a result, motivation can be described as a collection of needs (deficiencies) that elicit drives (motives) that help in the acquisition of incentives (goals).

Incentives isolate a need, while motivations are action-oriented. From a different perspective, Marques in Ritho (2015) described motivation as "what people need to improve their performance in any operation." Motivation is something that any educator should be worried about. It is a characteristic that students, teachers, parents, and community members must possess if the educational system is to prepare young people for a brighter future.

Students are highly motivated to accomplish their objectives by doing whatever it takes. Motivated language learners can perceive different types of goals. The process of initiating, guiding, and maintaining goal-oriented activities is

known as motivation. Motivation is what motivates us to do things, whether it's having a glass of water to quench our thirst or reading a book to broaden our horizons.

(2017) proposed that there are two forms of learning motivation: 1) extrinsic motivation and 2) intrinsic motivation. Extrinsic motivation is concerned with events that occur outside of the classroom, while intrinsic motivation is concerned with events that occur within the classroom. Drives that significantly inspire people to follow their lives are internal and external factors that stimulate motivation and energy in people to be consistently interested and committed to learning a topic, or to make an effort to achieve a goal. Extrinsic motives are those that originate outside of the personality and often include retaliation.

Extrinsic motivation, on the other hand, occurs when we are motivated to perform a behavior or participate in an action in order to receive a reward or escape punishment, according to Simaibang (2017). Extrinsic motivation can lead to activities such as: (1) studying hard to get a good grade on an exam, (2) cleaning your room to avoid being reprimanded by your parents, (3) participating in sports to win trophies, and (4) competing in a contest to win a scholarship.

The Relationship between Running Dictation Technique with teaching and learning process. She also discusses some work in English journals performed by students in the English Education Study Program in relation to the researcher's previous relevant study. Since Running Dictation is done in groups, the English journal "Teaching Writing by Using Running Dictation activity for elementary

school Students" by Zulraudah and Jufri (2014, p.62) concluded that Running Dictation is one of the most effective ways of teaching English, particularly writing skills in elementary school students. The primary goal of the English journal is to determine whether or not Running Dictation is an effective strategy for teaching elementary school students to write. Running Dictation is successful in developing students' writing skills for elementary school students, according to the findings of the report. The writer compares Zulraudah and Jufri's studies and presents a report on the use of Running Dictation as a teaching technique in English. The title, theme, population, and some of the problems are all different.

Similarly, the English journal "The Application of Using Running Dictation Technique in Teaching Speaking Skill of SMP Negeri 1 Kaban Jahe in 2016" increase their desire to read and learn about writing, speaking, listening, reading, and other academic subjects Simaibang (2017). And another investigation The similarity between Sofyan et al study and the researcher present study is using Running Dictation as a technique in teaching English. But also there are some differences from the previous study, they are : 1) the location and the time of the investigation, 2) the research problems, 3) population and sample, 4) method of research and 5) technique for collecting the data. listening skill. Based on the research findings, She concluded that the implementation of Running Dictation Technique in teaching listening comprehension could improve the students' listening achievement and the scored obtained by the students.

The main goal of this English journal, which employs the Running

1. The influence of running dictation technique towards students' reading comprehension achievement

Narrative text is one of texts in reading text, so it is very important to master and improve their knowledge in analyzing a text. Teaching reading can be applied by using various strategies. So, one of the strategies can be effectively used as an interesting strategy is running dictation technique.

2. The influence of learning motivation towards students' reading comprehension achievement

According to Simaibang (2017), explained that motivation has several effects on students' learning and behaviour. The students can make employed a factorial design. Factorial designs, according to Fraenkel et al (2012), increase the number of relationships that can be investigated in an experimental setting. This study had one treatment variable (X) and one moderator variable. There were also two levels of motivation, Dictation Technique, is to develop students' listening abilities. In this case, the researcher's analysis and the previous related study above are both using the Running Dictation technique. However, there are some variations between this analysis and the previous one. They are: 1) the investigation's location and time, 2) the research issue, 3) the population and sample, narrative text by using the high learning motivation. In this reading text, the students must have high learning motivation to make them easy to comprehend the text.

### **3. METHOD**

The researcher used experimental analysis with a factorial design to split the students' reading comprehension scores into two classes in this sample. They were divided into two groups: the experimental group, which obtained running dictation, and the control group. The researchers divided the students' motivation scores into two groups before implementing both techniques: high students' learning motivation and low students' learning motivation. Learning motivation was used as a moderator variable in the study. As a result, the researchers high learning motivation (Y1) and low learning motivation (Y2).

## **3. FINDINGS AND DISCUSSION**

### **FINDINGS**

#### **A. Findings.**

##### **1. Descriptive Statistics**

This section describes the data obtained from the experimental group's pre-test, experimental group's post-test scores, control group's pre-test, control group's post-test scores, experimental group's pre-test, control group's post-test scores, experimental group's results of the learning motivation questionnaires, and control group's results of the learning motivation questionnaires.

##### **1.1 The result of pre-test score in experimental group**

Two students received the score 70 (6.7%), eight students received the score 73 (26.7%), and five students received the score 77 (16.7%). got a score of 83 (10.0%).

##### **1.2 The Result of Post-test Score in Experimental Group**

(6.7 %), one student got the score 57 (3.3 %), three student got the score 60 (10.0%), one student got the score 61 (3.3%), three students got the score 62 (10.0%), one student got the score 63 (3.3 %), four students got the score 64 (13.3 %), two students got the score 65 (6.7 %), one student got the score 66 (3.3%), three students got the score 67 (10.0 %), one student got the score 68 (3.3 %), one student got the score 69 (3.3 %), one student got the score 70 (3.3%) one students got the score 71 (10.0 %). three students got the score 73 (10.0 %).

### **1.3 The result of pre-test score in control group.**

After administering the pre-test scores of high and low learning motivation students in the experimental group, it was found that one student received the lowest score of 57 (3.3%), one student received a score of 63 (3.3%), three students received the score 67 (10.0%),

After the post-test was administered to the experimental group, it was found that there was one student who got the lowest score 48 (3.3 %), one student got the score 53 (3.3 %), two students got the score 56 After the pre-test was administered to the control group, it was found that there were one student who got the lowest score 39 (3.3 %), one student who got the lowest score 42 (3.3 %), one student who got the lowest score 44 (3.3 %), one student who got the lowest score 48 (3.3 %), one student who got the lowest score 49 (3.3 %), one student who got the lowest score. 50 (3.3 %), two students got the score 51 (6.7 %), three student got the score 53 (10.0 %), three students got the score 54 (10.0 %), one student got the score 55 (3.3 %), three students got the score 56 (10.0 %), four

students got the score 57 (13.3%), two students got the score 58 (6. %), three students got the score 59 (10.0 %), one student who got the who got the lowest score 61 (3.3 %), one student who got the lowest score 63 (3.3 %),.

### **1.4. The Result of Post-test Score in Control Group**

After the post-test was administered to the control group, it was found that one student who got the lowest score 47 (3.3 %), two students got the score 59 (6.7 %), one student got the score 60 (3.3 %), two students got the score 61 (6.7 %), one student got the score 63 (3.3 %), one student got the score 64 (3.3 %), one student got the score 65 (3.3 %), one student got the score 66 (3.3 %), four students got the score 67 (13.3 %), one student got the score 68 (3.3 %), four students got the score 69 (13.3%), one student got the score 70 (3.3%), four students got the score 71 (13.3 %), five student got the score 72 (16.7 %), and one student got the score 75 (3.3 %).

### **1.5 The Result of Students' Learning Motivation in Control Group**

There were 30 students in control group consisted of 15 students in high learning motivation and 15 students in low learning motivation category was found. After the questionnaire in determining a low learning motivation category was administered to the control group. The scores among 30 up to 40 were got by fifteen students (33.3 %). Then, The scores among 44 up to 50 were got by fifteen students (13.3 %). The scores among 51 up to 57 were got

by fifteen lowest score 60 (3.3 %), one student.

### **1.6 The Result of Students' Learning Motivation in Experimental Group**

There were two categories on students' learning motivation (high learning motivation and low learning motivation). There were 30 students consisted of 15 students in high learning motivation and 15 students in low learning motivation category was found. After the questionnaire in determining a high learning motivation category was administered to the experimental group. The scores among 30 up to 39 were got by fifteen students (40.1%). Then, The scores among 42 up to 48 were got by fourteen students (36.8 %). And the score 51 up to 56 was got by one student (23.4 %). The frequency table of the students' high and low learning motivation category in the experimental group students (53.4 %). frequency table of the students' high and low learning motivation category in the control group.

### **A. Discussions**

Based on the test results with the help of the SPSS 22 program, the findings were obtained and several points were explained as follows:

#### **Problem 1**

The pretest value of students' reading comprehension in the experimental group before treatment

showed a mean value was 74.83, the standard deviation was 6.287, and the standard error of mean was 1.148. During

the posttest, the mean received an 83.43, a standard deviation of 8.780, and a standard error of mean of 1.603. Based on Table 4.16, it was found that the significance score was 0.000. This value is lower than 0.05. It is significant difference between the scores of pretest and those of posttest because the score was lower than 0.05. It means the null hypothesis (HO) is rejected. Therefore, there was a significant influence of running dictation technique on students' reading comprehension achievement. Researchers concluded that there was a significant influence between running dictation techniques on students' reading achievement.

#### **Problem 2**

From the posttest value in the Group experiment, the mean value was 59.87, the standard deviation score was 7.128, and the standard error mean score was 1.301. While in the posttest score in the control group, the mean score was 69.53, the standard deviation score was 8.468, and the standard error mean score was 1.548. Based on Table 4.18, it was found that the value of Sig. (2-tailed) 0.000 was lower than 0.05, it was significant. It meant the null hypothesis (HO) is accepted. Therefore, There was significant influence of traditional teaching technique on students' reading comprehension achievement.

#### **Problem 3**

Based on Table 4.19 above, it was found that the p-output was 0.712. This value is higher than 0.05, it is significant. Therefore, the null hypothesis (Ha) is accepted while the alternative hypothesis

(Ho) is rejected. It can be interpreted that there are significant interaction effects of running dictation technique and motivation on students' narrative text reading comprehension of the eighth grade students of SMPN 35 Palembang.

## **5 CONCLUSION**

Based on the discussion in the previous chapter on the findings and discussion. The conclusions are presented as follows:

**First:** There was a significant influence in reading comprehension between the students who have high learning motivation and students who have low learning motivation who are taught by using running dictation techniques to the students in eighth grade students of SMPN 35 Palembang.

**Second:** There was a significant influence on the high and low learning motivation of students with the running dictation technique. Thus it can be concluded that the running dictation technique which is applied to develop students' reading comprehension learning outcomes is more effective and has become a new innovation in the experimental group of eighth grade students of SMPN 35 Palembang.

**Third:** There was significant interaction effects of motivation on the understanding of the narrative text of students who are taught by the running dictation technique and learning motivation of eighth grade students of SMPN 35 Palembang.

## **6. SUGGESTIONS**

From these findings, the researcher suggests that the English teacher be able to apply various teaching techniques or strategies to help and make it easier for students to learn English, especially to

develop students' reading comprehension. The running dictation technique can be an alternative technique in learning strategies to develop students' reading comprehension. In the teaching and learning process in the classroom, the teacher must be able to be creative with various approaches so that students can enjoy activities to avoid students' ignorance in the learning process. With this new innovation, it also makes it easier for the students to understand the material and attracts high interest in students' learning. These aspects are teacher teaching strategies, active student participation, interesting learning materials and many other factors.

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