

UNDERGRADUATE THESIS

**THE INFLUENCE OF RUNNING DICTATION STRATEGY
TOWARD STUDENTS' WRITING NARRATIVE TEXT SKILL
AT THE ELEVENTH GRADE OF SMAN 1 PUNGGUR
CENTRAL LAMPUNG**

By:

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**Tarbiyah and Teaching Training Faculty
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H / 2017 M**

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TOWARD STUDENTS' WRITING NARRATIVE TEXT SKILL
AT ELEVENTH GRADE OF SMAN 1 PUNGGUR CENTRAL
LAMPUNG**

Presented as a Partial Fulfillment of the Requirement
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in English Education Department

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The Title : **THE INFLUENCE OF RUNNING DICTATION
STRATEGY TOWARD STUDENTS' WRITING
NARRATIVE TEXT SKILL AT THE ELEVENTH
GRADE OF SMAN 1 PUNGGUR CENTRAL
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Assalamua'alaikum Warahmatullahi Wabarakatuh

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It has been agreed so it can be continued to the Tarbiyah and Teaching Training Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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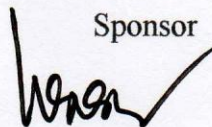
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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**THE INFLUENCE OF RUNNING DICTATION STRATEGY TOWARD
STUDENTS' WRITING NARRATIVE TEXT SKILL AT THE ELEVENTH
GRADE OF SMAN 1 PUNGGUR CENTRAL LAMPUNG**

ABSTRACT

**By:
MIFTAHUL MUTMAINNAH**

The purpose of this research was to determine whether there is any positive and significant influence of using running dictation strategy toward students' writing narrative text skill.

The problem that faced by the students is the students have difficulties to express idea in writing, especially narrative text. This research is carried out to discuss how running dictation strategy influences students' writing narrative text skill.

This research is quantitative research. The research used test and documentation to collect the data. This research used purposive clusters sampling as sampling technique. The researcher gave one pre-test before treatment and one post-test after treatment. This research used 24 students as subject of research. The researcher analyzed the data by using Chi Square and t-test formulation to prove whether hypothesis is accepted or rejected.

Based on the result and the discussion of this research, it can be said that critical value " X^2_{observed} " is 35.6 and " X^2_{table} " = 5% (5.99146) and 1% (9.2103). The data confirmed that " X^2_{observed} " is higher than " X^2_{table} ". Moreover, the data confirmed that $t = \text{observed}$ 23.18 is higher than $t = \text{table}$ 2.065 in 5% and 2.795 in 1%. Therefore, it can be concluded that H_a is accepted and H_o is rejected. This shows that there is any positive and significant influence of using running dictation strategy toward students' writing narrative text skill at the eleventh grade of SMAN 1 Punggur academic year 2016/2017.

**PENGARUH STRATEGI RUNNING DICTATION TERHADAP
KEMAMPUAN SISWA DALAM MENULIS TEKS NARATIF PADA
SISWA KELAS XI DI SMA N 1 PUNGGUR LAMPUNG TENGAH**

ABSTRAK

**oleh:
MIFTAHUL MUTMAINNAH**

Tujuan penelitian ini adalah untuk mengetahui pengaruh positif dan signifikan penggunaan strategi running dictation terhadap kemampuan siswa dalam menulis teks naratif.

Masalah yang dihadapi siswa yaitu kesulitan dalam menyampaikan ide dalam menulis, khususnya teks naratif. Penelitian ini diadakan untuk mendiskusikan bagaimana pengaruh strategi running dictation terhadap kemampuan siswa dalam menulis teks naratif.

Penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam mengumpulkan data ialah tes dan dokumentasi. Teknik pengambilan sampel yang digunakan adalah purposive sampling. Dalam penelitian ini siswa diberikan satu kali pre-tes sebelum perlakuan khusus dan satu kali post-test setelah perlakuan khusus. Subjek penelitian ini ialah kelas XI IPS 3 SMA N 1 Punggur. Penelitian ini menggunakan rumus Chi Square dan t-test untuk menganalisa data.

Berdasarkan hasil dan pembahasan penelitian ini diperoleh nilai chi-square " χ^2_{hitung} " yaitu 35,6 dan " χ^2_{table} " = 5% (5,99146) dan 1% (9,2103) yang menunjukkan " χ^2_{hitung} " lebih tinggi daripada " χ^2_{table} ". Kemudian nilai t-test menunjukkan $t_{hitung} = 23,18$ lebih tinggi daripada $t_{table} = 2,065$ di 5% dan 2,795 di 1%. Dapat disimpulkan bahwa H_1 diterima dan H_0 ditolak. Hal ini menunjukkan bahwasannya penggunaan strategi running dictation berpengaruh positif dan signifikan terhadap kemampuan siswa dalam menulis paragraf naratif di kelas XI SMAN 1 Punggur tahun ajaran 2016/2017.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research. In exception of certain parts which are quoted from the bibliographies mentioned.

Metro, June 2017

The Writer



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Yang menyatakan,



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MOTTO

فَإِنْ تَوَلَّوْا فُكُلْ حَسْبِيَ اللهُ لَا إِلَهَ إِلَّا هُوَ عَلَيْهِ تَوَكَّلْتُ وَهُوَ
رَبُّ الْعَرْشِ الْعَظِيمِ ﴿١٢٩﴾

“But if they turn away, (Oh Muhammad) say: Sufficient for me is Allah; there is no deity except Him. On Him I have relied, and He is the Lord of Great Throne.”

(Q.S. At Taubah:129)

DEDICATION PAGE

“I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents Mr. Samsul Hadi and Mrs. Ririn Setia Rini

Secondly, my beloved sister, Azizah Ahssaninnisa

*Thirdly, my beloved friends in D Class (Aulia, Ervi, Tara, Mugi, Wahyu, Novia,
Putri) and Mei*

Finally, my beloved almamater IAIN Metro”

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In the name of Allah, the Compassionate, the Merciful

The glory be to Allah who has been the inspiration of her life and who has been giving the writer mercies and blessing so that the writer can complete this undergraduate thesis. It is entitled The Influence of Running Dictation Strategy toward Students' Writing Narrative Text Skill. Peace be upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has been leading us from the darkness to the lightness.

Realizing that this undergraduate thesis will not be able to be accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement her gratitude.

First and foremost the writer wishes to express her heartfelt gratitude and appreciation to her supervisors, Dr.Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd for their constant guidance and support throughout the time she has been working on and compiling this undergraduate thesis.

Words are not enough to describe her indebtedness to her parents who have always impressed upon her the importance of acquiring knowledge and also for their endless love and patience. Her deepest gratitude is appraised to her sister for their prayers and support. Their sacrifice and encouragement are greatly appreciated and will always be in my memory. The special thanks also go to all her friends who are in common with her to give big motivation and a huge care in the process of writing and counseling this undergraduate thesis.

Last but not least, nobody is perfect. The writer do apologizes for all mistakes she has made in writing and presentation items. May this undergraduate thesis can be beneficial for all readers properly.

Metro, June 2017
The writer,

Miftahul Mutmainnah
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TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTA DINAS.....	iv
RATIFICATION PAGE.....	v
ABSTRACT	vi
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	x
DEDICATION PAGE.....	xi
ACKNOWLEDGEMENT	xii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xviii
LIST OF FIGURES	xx
LIST OF APPENDICES	xxi
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Problems Identification	4
C. Problem Limitation	5
D. Problem Formulation	5
E. Objectives and Benefits of the Study	5
1. Objectives of the study	5

2. Benefits of the Study	6
CHAPTER II THEORETICAL REVIEW.....	7
A. The Concept of Writing Narrative Text Skill	7
1. Definition of Writing	7
2. Narrative Text.....	9
3. Writing Narrative Text	11
4. Writing Narrative Text Skill.....	14
5. Definition of Skill	18
6. Definition of Writing Skill	18
7. The Process of Writing	19
8. Strategies for Process of Writing.....	22
9. Measurement of Writing Narrative Text Skill.....	24
B. Concept of Running Dictation Strategy	28
1. Definition of Running Dictation Strategy	28
2. The Steps of Running Dictation Strategy	27
3. Advantages of Running Dictation Strategy	28
4. Disadvantages of Running Dictation Strategy	29
5. Teaching Writing through Running Dictation Strategy.....	29
C. Theoretical Framework and Paradigm	30
1. Theoretical Framework	30
2. Paradigm	32
D. Hypothesis Formulation	33
E. Statistical Hypothesis.....	34

CHAPTER III RESEARCH METHOD	35
A. Research Design	35
B. The Population, Sample and Sampling Technique	36
1. Population	36
2. Sample	37
3. Sampling Technique	37
C. Definition Operational of Variable	37
1. Independent Variable	38
2. Dependent Variable	38
D. Data Collecting Method	39
1. Test	39
2. Documentation	40
E. Research Instrument	40
1. Instrument Blueprint	40
a. Test.....	41
b. Documentation	42
2. Instrument Calibration	42
F. Data Analysis Technique	45
CHAPTER IV RESULT AND DISCUSSION.....	47
A. Description of Data	47
1. Research Setting	47
2. Research Data	52
B. Hypothesis Testing.....	58

C. Interpretation	66
D. Discussion	67
E. Limitations	68
CHAPTER V CONCLUSION AND SUGGESTION	69
A. Conclusion	69
B. Suggestion	70
BIBLIOGRAPHY	71
APPENDICES	73
CURRICULUM VITAE	

LIST OF TABLES

Table 1 The Data of Students' Writing Score at the Eleventh Grade of SMA N 1 Punggur	9
Table 2 The Percentage of Students' Writing Score	10
Table 3 Scoring System Writing Narrative Text Skill	31
Table 4 The Pre-Experimental Design	41
Table 5 Population of the Research Students in SMA N 1 PUNGGUR academic year 2016/2017	42
Table 6 The Instrument Grilles Test For Narrative Text Skill	47
Table 7 The Composition Scoring Profile	48
Table 8 Condition of Teachers and Official Employees SMAN 1 PUNGGUR in the academic year 2016/2017	55
Table 9 Condition of Teachers and Official Employees SMAN 1 PUNGGUR in the academic year 2016/2017	57
Table 10 The Result of Pre-test of the Eleventh Grade of SMAN 1 PUNGGUR in the academic year 2016/2017	58
Table 11 The Invariant Frequency Distribution of Pre-test	59
Table 12 The Chart of Frequency Distribution of Students' Writing Narrative Text Skill in Drawing Conclusion Score in Pre Test	60
Table 13 The Result of Post-test of the Eleventh Grade of SMAN 1 PUNGGUR in the academic year 2016/2017	61
Table 14 The Invariant Frequency Distribution of Post-test	62
Table 15 The Chart of Frequency Distribution of the Students' Writing Narrative Text Skill in Drawing Conclusion Score in Post-Test	63
Table 16 The Contingency Table of the Expected Frequency at The Result of Students' Writing Narrative Text Skill in Drawing Conclusion Score in Pre-Test and Post-Test	65
Table 17 The Testing of Data	65

Table 18 The Table of Critical Value of Chi-Square.....	66
Table 19 The Score Pre-Test and Post Test Result of the Students' Writing Narrative Text Skill in Drawing Conclusion.....	68
Table 20 Descriptive Statistics.....	70
Table 21 Paired Samples Test.....	71
Table 22 Critical value of t_{table}	71
Table 23 Interpretation.....	71

LIST OF FIGURES

Figure 1 The Plot of Narrative Text	19
Figure 2 Scheme of Running Dictation Strategy	36
Figure 3 The Paradigm of Influence of UsingRunning Dictation Strategy toward Students' Writing Narrative Text Skill	38
Figure 4 The Structure Organization of SMAN 1 Punggur	54

LIST OF APPENDICES

1. Documentation of Research	73
2. Lesson Plan	77
3. Syllabus	100
4. Instrument of Pre Test	109
5. Instrument of Running Dictation Strategy	111
6. Instrument of Post Test	112
7. Score of Post Test.....	113
8. Research Letter.....	114

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a main tool of communication. One of the languages is English. It has become an international language that is almost used by all countries as the first, the second or the foreign language. Indonesia is one of the countries that declared English as a foreign language. It can be known of the education in Indonesia that English is learned by the students as one of subjects at school from Elementary school until University.

The four skills of the language that must be mastered by all language learners are listening, speaking, reading and writing. Listening and reading are receptive skills; speaking and writing are productive skills. All of the students have to learn both receptive and productive skills. As productive skill, writing is one of the important skills which are taught in the school. In the second year of Senior High School, the basic competency that should be achieved in writing is the students have the ability to develop and produce written simple function text in recount text, narrative text, and descriptive text, report text etc. Many students find difficulties in writing skill. So, the most of language learners have difficulties in writing especially students of SMA N 1 Punggur are low in writing skill. There are many problems in writing at SMA N 1 Punggur.

Firstly, the students have low ability in writing skill. They will confuse when they want to make sentence in writing. Secondly, they have difficulties to express their ideas in writing. Thirdly, the students lack vocabularies to develop their writing. Fourthly, the students have difficulties in choosing the words in writing. Lastly, the students have difficulties in making the writing relevant to the topic.

So, the teacher as the guider has to solve the problems of students. For example, giving ice breaking before learning process in the class. Furthermore, the teacher can apply some strategies to make learning process interestingly. Teaching by using strategy is necessary to improve skill in teaching learning process. The teacher should choose a strategy that can attract students' interest and encourage their involvement. So, the students will not be bored and more creative during the lesson.

The researcher chose Running Dictation as a strategy. Running dictation is the activity that learners run to a text and read it. Then pass the information verbally to a partner who either has to write down the entire text or filling missing words into a gapped text. This strategy can help students to get new ideas in writing. So, it should be more effective to encourage students to learn English and also more interesting. To know the students' skill in writing, the researcher held the pre survey on November 10th 2016 which show in the table below:

Table 1
The Data of Students' Writing Score at the Eleventh Grade
of SMA N 1 Punggur

NO	NAME	SCORE	CATEGORY
1.	Aff	60	BAD
2.	Ah	60	BAD
3.	Al	57	BAD
4.	Ang	57	BAD
5.	By	59	BAD
6.	Cn	58	BAD
7.	Dna	58	BAD
8.	Dms	59	BAD
9.	Dni	59	BAD
10.	Dst	60	BAD
11.	El	60	BAD
12.	Ind	55	BAD
13.	Iqb	62	FAIR
14.	Isn	62	FAIR
15.	Kvn	70	FAIR
16.	Ltf	60	BAD
17.	Mhm	62	FAIR
18.	My	45	BAD
19.	Mta	60	BAD
20.	Mrn	59	BAD
21.	Ti	59	BAD
22.	Vdl	58	BAD
23.	Yli	62	FAIR
24.	Zm	45	BAD
Total		1360	BAD
Average		56,66	

Source: teacher's archive, taken on November 10th 2016

Table 2

The Percentage of Students' Writing Score

Value	Frequency	Percentage (%)	Category
71 - 100	0	0 %	GOOD
56 - 70	1	4,17 %	FAIR
45 - 55	23	95,83 %	BAD
TOTAL	24 Students	100 %	

Based on the pre-survey data that has taken on November 10th 2016, the researcher found that most of eleventh grade of SMA N 1 Punggur are categorized into bad category with percentage 95,83 % and number of 23 students. It can be seen from student's score is less and score 70 as The Minimum Mastery Criteria (MMC).

Based on situation above the researcher has conducted a research entitled "THE INFLUENCE OF RUNNING DICTATION STRATEGY TOWARD THE STUDENTS' NARRATIVE TEXT SKILLAT ELEVENTH GRADE SENIOR HIGH SCHOOL OF 1 PUNGGURCENTRAL LAMPUNG"

B. Problem Identification

Based on the background of study above, some problems were identified as follows:

1. The students have low ability in writing skill.
2. The students have difficulties to express their ideas in writing.

3. The students lack vocabularies to develop their writing.
4. Students have difficulties in choosing the words in writing.
5. The students have difficulties in making the writing relevant to the topic.

C. Problem Limitation

Based on the problem identification above, the researcher limited the problems in the second problem that the students have difficulties to express their ideas in writing. So, the researcher used Running Dictation as strategy in teaching writing at the eleventh grade in Senior High School of 1 Punggur in the academic year of 2016/2017.

D. Problem Formulation

Based on the problems limitation above, the researcher formulated the problem in this research is “ Is there any positive and significant influence of using running dictation strategy toward the students’ narrative text skill atthe eleventh grade of SMA N 1 Punggur?”

E. Objective and Benefit of Study

1. The Objective of the Research

The objective of this research is to find out whether there is any positive and significant influence of using running dictation strategy toward the students’ narrative text skillat the eleventh grade of SMA N 1 Punggur.

2. Benefits of the study

a. For the Students:

- 1) As the interactive learning to develop students' writing skill.
- 2) As a students' motivation to make them interested with writing material.
- 3) As the way to learn students about cooperating in group.

b. For the Teachers:

- 1) As reference to develop learning strategy in teaching writing.
- 2) As the way to make more creative and effective learning process.
- 3) As enjoyable strategy to teacher during learning process.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing Narrative Text Skill

1. Definition of Writing

According to El Doctorow, “writing is an exploration. You start from nothing and learn as you go”.¹ It means that writing is exploring ideas from sentence to paragraph. He stated that writing can practice someone’s mindset to become formed.

Irina Dunn describes that “like all art forms, writing is a craft and takes practice. The sooner you start, the sooner you will become more proficient in choosing your words and arranging them on the page in a way that best expresses what you have to say. It's not easy, but the effort is immensely rewarding.”² It means that writing is habit. When we habituate writing immediately, we will have skill choosing words to develop the paragraph.

Stephen King stated that “writing is a lonely job. Having someone who believes in you makes a lot of difference. They don’t have to make speeches. Just believing is enough.”³ It means that writing consist of three basic aspects to effective writing.

¹Jennifer Peat, *Scientific Writing Easy When You Know How*, Australia: BMJ Books, 2002), p. 168

² Ibid., p. 246

³ Ibid., p. 9

Those are thought, structure, and style. Exploring ideas can be done just by our selves. This is the reason why writing called lonely job. Just thinking what we want to write on the paper without speeches.

Roz Ivanic argued that “writing is an act of identity in which people align themselves with socio-culturally shaped possibilities for self-hood, playing their part in reproducing or challenging dominant practices and discourses, and the values, beliefs and interests which they embody.”⁴It means that writing is not only about thought but also socio-culturally. Writing can be identity of people who have unique culture in the country.

Vicky Urquhart stated that “writing is a process of exploration that offers benefits to students and content area teachers alike. As students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers.”⁵ It means that writing can convey the benefit between teachers and students as process of exploring the ideas during learning in the class.

Based on the quotations above, it can be inferred that writing is a lifelong skill that we will use in school, at work, and in our personal life. Writing cannot be separated in our life. It has many advantages to our life. As we know that writing is started with choosing word in order to make good sentence. After we make sentence, we can develop

⁴ Roz Ivanic, *Writing And Identity*, (Amsterdam: Lancaster University,1984), p.32

⁵ Vicky Urquhart, *Teaching Writing in The Content Area*, (USA: ASCD publications, 2005), p. 3

it into paragraph. So, we will be habituated to get new ideas through writing something either formal or non formal.

2. Narrative Text

a. Definition of Narrative text.

Narrative is a text focusing some specific participants that have several structural features making different from other genres. Narrative has social function that is to tell stories either in present. Narrative is used most often fables, myths and legends, detective stories, adventure stories, thrillers, and period dramas.

b. Generic Structure of Narrative

A narrative text consists of the following structures:

- 1) Orientation: Introducing the participant and informing the time and the place.
- 2) Complication: Describing the rising crises which the participant have to do with or among participants relationship in a process of social interaction.
- 3) Resolution: Showing the way of participant to solve the crises, better or worse, the end can open ended or close ended.⁶

c. Example and Genre Analysis of Narrative Texts

The analysis of genre in the four texts is done through the analysis of generic structure of the text. The criteria of generic or schematic structure for narrative text include three components:

⁶Allen S. 8 *Second Edition Kinds of Writing*. (Portland: WALCH Publisher , 2007).p.4

Orientation, Complication, and Resolution. The analysis of generic structure of Text 1 is as follows:⁷

Orientation

Once upon time, there lived a beautiful girl named Cinderella. She was the child of the famous King in one palace. Her mother died when she was still about ten years old. her father will marry with the woman who had two children. Cinderella's mother and two of her step sisters were very cruel with Cinderella. She was ordered by them to do all the house work every day and she might not to have a friend anymore. One night in the other palace of the kingdom there lived the handsome who wanted to find a friend for his wife as a queen. The prince invited all the girls to come to his party. Cinderella wanted to come to his party.

Complication

Suddenly come to her room a fairy. She

⁷Maria Arina," *International Journal of English Education, An Analysis of Linguistic Competence in Writing Texts*, Palangkaraya University", Volume 14, p. 90

helped Cinderella to prepare for coming to the party. A coachman ready to bring Cinderella and a fairy said to her “You must go home before late at night”

When Cinderella was dancing with the prince, she forgot the time was over.

She quickly went home and her shoes left in front of the palace.

Resolution

Tomorrow morning the prince with armies walked around the village to find which girl had the shoe. Until the end, the prince found the own of the shoe and he brought Cinderella to the palace and they lived happy there.

3. Writing Narrative Text

Narrative is to tell a story or tale that orderly account of events in speech of writing.⁸ It is a piece of the text which tells story and, in doing so, entertains or informs the reader or listener. Narrative is a kind of texts to amuse, entertain, and to deal with actual or vicarious

⁸Hornby.1974.*The new Grolier Webster internatioanal dictionaryof current English*,New York, oxford University Press.P 261.

experience in different ways. It deals with problematic events which later lead to a crisis and end by a resolution as closing.

In learning narrative text, the students must know the structure of the text, plot of the story-when crisis arises and what the resolution is. That is why the teacher must also focus on how to develop the text becoming a good sequential story.

Besides, there are also some grammatical features of narrative text:

- a. Focus on specific participants: *Cinderella, Malin Kundang*
- b. Use of action verbs: *ran, kicked, threw*
- c. Use of linking and mental verbs: *was, were, thought, felt*
- d. Use of noun phrase: *big tree, wide pool*
- e. Use of past tenses: *made, went, ate*
- f. Use of temporal conjunctions: *some times later, then, after that, after a moment, suddenly.*
- g. Use of adverb of place: *in the forest, there, on the tree*
- h. Use of adverb of time: *once upon a time, one day, long time ago.*

The students must understand and master these grammatical features to produce a good narrative writing. The teacher's job here is giving them sufficient materials and understanding about it. In writing narrative text, plot or the flow of the story becomes so important since it is significant in developing the story. A plot is the arrangement of

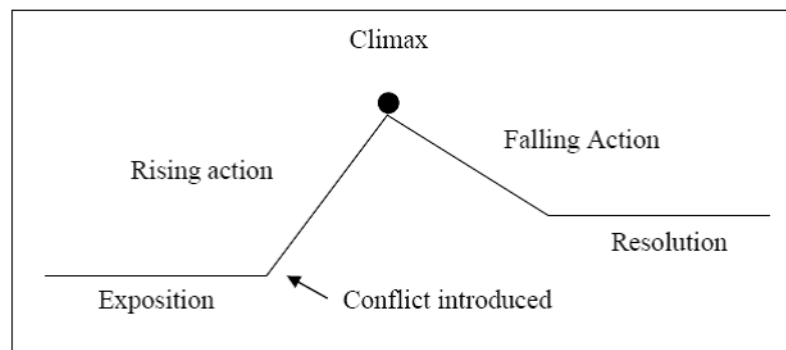
actions and events in a story. In many stories, the plot follows this pattern:

- a. The exposition introduces the main characters and their basic situation, including the central conflict.
- b. This conflict develops during the rising action, leading to
- c. The climax followed by
- d. The story's falling action, which leads to
- e. The resolution, in which the conflict is resolved in some way.

The plot diagram can be shown as follow:

Figure 1

The Plot of Narrative Text



In writing narrative text, the students need to know the conventions above: conventions in writing and conventions in narrative text. The students have to use correct organization, appropriate vocabulary, language use(grammar), and mechanics besides they have to develop the text into a good narrative story chronologically (content) based on the plot structure and language

features. The teacher's job is still giving them understanding about those conventions and more time for practicing.

4. Writing Narrative Text Skill

There are five things that must be clearly understood about narrative:

- a. Narration is not a bare recital of the events. It does not appeal simply to the reader's understanding. Rather it attempts to project the events so that the reader experiences them imaginatively. He puts himself into the events. He is not outside them but within them.
- b. A narrative is an imaginative presentation of events from which a reader experiences an illusion of reality.
- c. A narrative must make some kind of point. The reader must reach some kind of satisfying conclusion that grows out of the events. The experience the character undergoes has to have a purpose.
- d. All the events of a narrative reach one definite conclusion or point, which must be satisfactory and believable for the reader.
- e. Whenever a hero faces a dilemma, there has to be something at stake in its solution.

Furthermore, there are nine steps that can develop writing narrative text skill as follows:

- 1) In order to formulate a story, work from a very brief narrative passage which contains something important at stake and which illustrates some definite conclusion (something that your hero learns, something he had not known before.)
- 2) Before you can take this gem of a story and write a rough draft narrative, write out the true chronology of what is happening. Remember you must make each step an event rather than a circumstance. Keep each step brief; focus on a concrete event. The events you choose must be key events - that is, they must illustrate a character facing a dilemma. In order to concentrate on the narrative you want to tell, you must be able to state rather precisely what sort of person your character is and what kind of dilemma he faces.
- 3) With the steps you have listed, work back from the last step to the point where the best beginning for your story may be found. You will find that once you have discovered the best place to begin your story, the other steps will more or less arrange themselves in your mind, particularly if you recall that the middle of your story deepens the dilemma of the character and forces him to make some attempt to solve it.
- 4) Having decided upon what step to begin your story, write a rough-draft narrative. In the rough draft narrative it is to be

hoped that you did not construct sentences with dialogue. When you first write a story, it is best to confine yourself to the narrative simply because your scenes requiring dialogue are more difficult to write and go much slower than narrative passages. Write your rough drafts quickly, and get to the conclusion with as much impact as you can muster. Afterwards, there will be plenty of time to go back and put into scenes the dialogue needed in a story.

- 5) The short story makes use only of significant dilemmas. To distinguish that a dilemma or complication is significant, something of importance must be at stake in its resolution. If the dilemma you choose to write about does not suggest something of importance at stake, exaggerate upon it until it acquires this importance. All complications in short stories should be significant, but it is not necessary that they all be emotionally serious.
- 6) A finished narrative will contain mainly narration - but the really significant moments of the story will be put into action. Discover the places in the rough draft which require being put into action rather than narration. And to help you, you must first know what is meant by a "scene", for a scene is always done in action. A scene occurs at a particular

time, in a particular place, and revolves around the dramatic conflict of the story.

- 7) In the last revision of a story, an author has to cut out excess material. Each word has to play a role. The writer has to be careful that he does not substitute his own redundant experience for what should stand independently as fiction. The system is an extension of time. Stories ordinarily take place within a limited time span. A warning signal in stories will be the transitional phrases such as, "A few months passed..." or, "And a year or two passed."
- 8) We now have to find where to begin the anecdote. Since it is quite short, and is primarily expository in purpose, there is no reason why it cannot begin as a direct statement of the dilemma and its consequences. Otherwise, told as narrative, the best beginning would probably be step 7 in which the narrator brags to his friends about having a date for the dance when he, in fact, does not. This step would satisfy all that we need to know at the beginning.
- 9) Since we already have a rough draft to evaluate, we should also consider where there should be scenes rather than mere narrative. Recall, too, that scenes are in action, and the only justification for using an event in a scene is that it occurs at a moment of dramatic conflict.

5. Definition of Skill

Francis Green argued that skill is widely regarded as a focus for analytical research and as a core object for policy interventions in the modern global high-technology era.⁹

Clarke and Winch define that skill encompasses the knowledge needed to exercise a broader range of functions. Such conceptual differences across nations cause potentially deep problems for cross-country harmonization of standards.¹⁰

National Research Council stated that skill is typically used to refer in a narrower way to whether some can do some task or set of tasks.¹¹

Based on the quotations above, it can be concluded that skill is something which is given to someone to solve problem structurally.

3. Definition of Writing Skill

According to Weir, writing skill is defined as the ability to perform writing tasks for a given purpose, satisfy a given discourse community with regard to the structure and content of the discourse, and communicate functionally.¹²

Bereiter & Scardamalia stated that writing skill in this process/cognitive-oriented approach is, therefore defined as the ability

⁹ Green F, *What is Skill? An Inter-Disciplinary Synthesis*, (UK: The Centre For Learning And Life Chances In Knowledge Economies and Societies, 2011), p.4

¹⁰ *Ibid.*, p. 11

¹¹ *Ibid.*, p. 12

¹² Yi, Jyi-yeon. *Defining Writing Ability For Classroom Writing Assessment In High Schools*, (Korea: Pan-Pacific Association of Applied Linguistics) (1), No.13 tahun 2009, p. 61

to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context.¹³

It can be concluded that writing skills deal with the ability to arrange the graphic system such as the letter, word, and sentences of certain language being used in writing communication in order that the reader can understand the message or information.

4. The Process of Writing

There are five-step process writing approach that described by Donald Graves.¹⁴ Those are as follows:

a. Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

b. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

¹³ Ibid., p.60

¹⁴ Andrew P. Johnson, *Teaching Reading and Writing*, (New York : Rowman and Littlefield Education, 2008) p. 179

c. Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure.

You reread paragraphs and move things around. Again, not every draft should be taken to this stage.

Graves recommends that students be given a choice as to which of these drafts they want to take to the revision step. Generally, students find only one in five drafts worthy of investing the mental and emotional energy necessary to revise and create a finished product. The rest of the story drafts can be kept in a file folder as a junkyard for other writing ideas or included in a portfolio to document students' writing journeys.

d. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that

is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

One last thing about the editing phase: Real writers edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. In teaching your students to become authors and composers of authentic writing, teach them to approximate the writing process used by real writers. That is, set up peer editing groups and teach student tshow to use the grammar and spelling functions on a word processor.

e. Publishing and Sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.¹⁵

5. Strategies For Process of Writing

There are four-step process writing approach that described by Andrew P Johnson.¹⁶

¹⁵*Ibid.*, p.180

¹⁶*Ibid.*, p.187

a. Prewriting Strategies

1) Brainstorm and Group

With this prewriting skill you start with a writing topic, then simply list as many related things as you can. This is different from the power write in that you simply list a series of words to hold the idea. In power writing you record the idea and write sentences or parts of sentences. When brainstorming ideas, it should be listed without evaluation. Then, you can start looking for groups or pattern to emerge. Put similar ideas together to create groups.

2) Outlining

Start with the writing topic, then look for two to four main ideas related to the topic. Most writers discover that finding supporting details for each of the main ideas becomes much easier once the flexible outline has been written. Allow new ideas to appear or old ideas to melt away, merge, or appear in other places as you are working through the draft and revision stages.

b. Drafting Strategies

1) Partner Oral Response

Here students turn to a neighbor and read their story draft out loud. They could also simply describe some of the main ideas. The partner then responds orally to the ideas. You will,

however, have to teach students how to respond to each other's writing in a positive, supportive manner.

2) Small Group Oral Response

In small groups, students read or describe a journal entry. These entries become natural vehicles for small group discussions as members of the group respond.

c. Revising Strategies

It can be generally only one out of five drafts are hot—meaning that they are worthy of being taken to the revision stage. Once a student has taken a piece to the revision stage, the majority of time should be spent reading, rereading, moving things around, and getting feedback from others. This is where time is spent molding and shaping a piece of writing. Encourage students to read their work out loud to develop a writer's ear.

d. Editing Strategies

Teach students how to edit their own work by providing structure by using a simple checklist with three to five specific skills to look for. As they edit have students focus on just one skill at a time. For example, they should first look to see that all sentences begin with capital letters and make a check in the "yes" column when they have done so.

Then they should read each sentence out loud to see if it makes sense by itself and is a complete idea. When they have completed

the editing checklist they should ask another student to review and edit their work.

6. The Measurement of Writing Narrative Text Skill

Weigle stated that students' successful skill on writing assessment tasks greatly depends on how well teachers and test developers design those tasks. The primary consideration when planning writing assessment tasks is determining the purpose for which students are asked to write. The purpose refers to the intention of the writing and there are at least four purposes in writing:

- a. Tell what happens (narrative)
- b. Describe people, places, things, moments, and theories (descriptive)
- c. Inform or share knowledge (expository)
- d. Convince or persuade (persuasive/argumentative)

In order to accomplish the purpose of a writing task, students can use a variety of genres or types of writing. The genre refers to the expected form or communicative function of the written product; for example, a letter, an essay, a laboratory report.

Table 3

Scoring System Writing Narrative Text Skill

No	Criteria	Score
1	Correct grammar, correct vocabulary, correct punctuation, and correct capitalization	5
2	Correct grammar, correct vocabulary, correct punctuation, and incorrect capitalization	4
3	Incorrect grammar, correct vocabulary, correct punctuation, and correct capitalization	3
4	Incorrect grammar, incorrect vocabulary, correct punctuation, and correct capitalization	2
5	Incorrect grammar, vocabulary, punctuation, and capitalization	1
6	Every unanswered item	0

B. The Concept of Running Dictation Strategy

1. Definition of Running Dictation Strategy

According to Sabine Walner, running dictation is the activity that learners run to a text and read it and then pass the information verbally to a partner who either has to write down the entire text or filling missing words into a gapped text.¹⁷

Pupils worked in groups of five to six. One member was responsible for writing the text while other members took turns to read out the text sentence by sentence.¹⁸

¹⁷ Sabine Walner, "Teaching Spoken English In the Austrian Classroom", (Ausgabe : Journal for Research and Education) October 2 2014, p. 36

¹⁸ Chiang Oi Kit, "Report on the Action Research Project on English Dictation in a Local Primary School" (Hongkong: Taikoo Primary School), No. 4 in 2004

Field argues that Dictation remains a valuable teaching technique, and variations on dictation such as dictogloss and running dictation are very popular with learners and teachers.¹⁹

According to Cohen in Widiyanto states that small group as running dictation strategy can be a way to reach good learning process. Running dictation is an easy and fun activity which is suitable for any levels where there must be a writer and runner. Therefore, at least this is simply done in pairs. The runner has to dictate what he has read to the writer and the writer has to write correctly what he heard from the runner. If the content of the text is long enough, this technique can be simply done in groups. Running dictation is such a strategy that can be applied in many teaching learning processes.²⁰

According to Alex Running dictation is a fun reading, listening, and writing that first learnt about from classic book Dictation : New Method, New Possibilities by Paul Davies and Mario Rinvolueri.²¹ Based on the quotations above, it can be concluded that running dictation strategy is the way to make the learning process more interesting and effective.

¹⁹Wang Li, “*Effective Approaches to Teaching Listening: Chinese EFL Teachers’ Perspectives*”, (Singapore: Nanyang Technological University) No.4 in 2012, p 96

²⁰Zulraudah, “*Teaching Writing by Using Running Dictation Activity For Elementary School Students*”, 2014 Vol. 3. P. 59

²¹*Ibid*, p. 60

2. The Steps of Running Dictation Strategy

Running dictation can be done in various ways. But, in general, it can be done by the following steps:

- a. Every group assigns 2 runners and 2 scribes. The runners' duty is to run to the dictation text, read it, run back and dictate it phrase by phrase to the scribes who will write it down.
- b. A time limit is set e.g. 5 mins or a series of text can be spelled and when it ends, the activity ends.
- c. After a short while, the teacher shouts 'change!' and the groups will change runner. This procedure is repeated until the whole text is dictated or until time limit is up.
- d. The groups are given 1min. to edit what they have written.
- e. The groups exchange their writing and check each other's work based on the dictation text. The group with the least errors wins the game.
- f. Only one runner can run to the texts at any one time. For example, Runner 1 will do the running until the teacher shouts 'change!'. Then Runner 2 takes over until the next 'change!' After that it is Runner 1's turn again.
- g. The runners cannot write for the scribes and the scribes cannot run to the texts.

- h. The dictation text must remain on the chair at all times, it cannot be brought back to the scribes.²²

Based on the steps above, it can be concluded that the students are divided into some groups in which each group has a writer and some runners. Some runners have to read some sentences of text on the wall in turn and tell what they read to the writer. After all runners have done their job and the writer also finishes in writing the text which have been dictated by some runners, each student has to rewrite the text by their own words.

3. Advantages of Running Dictation Strategy

According to R. Montalvan (1990), there are “at least 20 advantages of dictation, and the most important are:

- a. Dictation can help develop all four language skills in an integrated way.
- b. It can help learn grammar.
- c. It helps to develop short-term memory
- d. Practice in careful listening to a speaker will be useful to learners in the future in the note taking activities, for instance, listening to lectures
- e. Dictation fosters unconscious thinking in the new language.
- f. Correction can be done by the students - peer correction of written dictation leads to oral communication”.²³

²²TESOL Resource Center – Resource Templates and Guidelines, P. 2

4. Disadvantages of Running Dictation Strategy

The disadvantages of using running dictation strategy need much time to do because the students have to spell the text correctly. Then, this strategy must be applied in group because it needs good teamwork to arrange the text correctly.²⁴

5. Teaching Writing through Running Dictation Strategy

In preparation for this activity, the teacher needs to find and copy a text that is of a suitable level for the class. Make sure the text deals with content the students are familiar with.

Divide the class up into groups of 4 or 5, with one student being the designated writer. You also need a ‘runner’, or, alternatively, the other students in the group can take turns at being the ‘runner’.

Pin up around the classroom walls (or outside in the hallway) as many copies of the chosen text as you have groups of students. When you tell the students to start, a runner from each table group goes up to their sheet of paper and tries to memorize as much of the text as he or she can, before running back to their table and dictating the text to the writer.

It is important that the runner dictates and does not write, for the activity to work. Then, when the writer has finished writing that

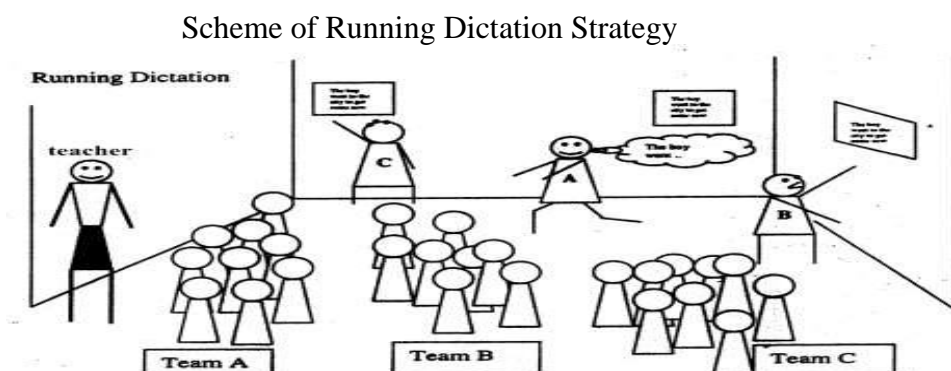
²³ Galina Kavaliauskienė and Irena Darginavičienė, “*Dictation In The Esp Classroom: A Tool To Improve Language Proficiency*, (Lithuania : English For Specific Purposes World), No. 8, P. 2

²⁴ Ibid., P.4

sentence, a runner from the group runs to the text, and reads and remembers the next chunk of text to bring back to the table.

Once all the sections of the text have been dictated, the members of the group confer to check the final version of their text for accuracy of grammar, spelling and punctuation. The winners can be either the first group finished or the most accurate group, depending on the purpose for the activity, time of year, etc.

Figure 2



C. Theoretical Frame Work and Paradigm

1. Theoretical Framework

There are two variables in this research; there are independent variable (X) and dependent variable (Y). The independent variable is running dictation strategy and dependent variable is students' narrative text skill.

Writing skill is one of English skill that must be mastered by the students. Writing has to adjust the choosing word with the topic well. So, writing skill is a must to make good sentence in paragraph.

Therefore, developing students' narrative text skill is very important. The students will be more creative in their writing. It is very important to apply teaching strategy. There are many kinds of strategy in teaching students' narrative text skill. One of them is the teacher should have the ability to choose the appropriate strategy and implement it in teaching process to obtain the goal. The use of an interesting strategy is necessary to motivate the students to learn.

Therefore, in this research the writer focuses on the teaching students' narrative text skill at the eleventh grade of SMAN 1 Punggur by using Running Dictation Strategy. The researcher assumes that if teaching by using running dictation as strategy toward students' narrative text skill is high category, running dictation influences toward students' narrative text skill. So, there is positive and significant influence of using running dictation as strategy toward students' narrative text skill. Moreover, if running dictation strategy is implemented perfectly, the students' narrative text skill will be good and if running dictation strategy is implemented incorrectly, so the students' narrative text skill will be bad.

2. Paradigm

Paradigm is the correlation pattern among variables that will be research. There are two variables in this research. They are running dictation strategy and students' writing narrative text skill.

According to Sabine Walner, running dictation is the activity that learners run to a text and read it and then pass the information verbally to a partner who either has to write down the entire text or filling missing words into a gapped text.²⁵

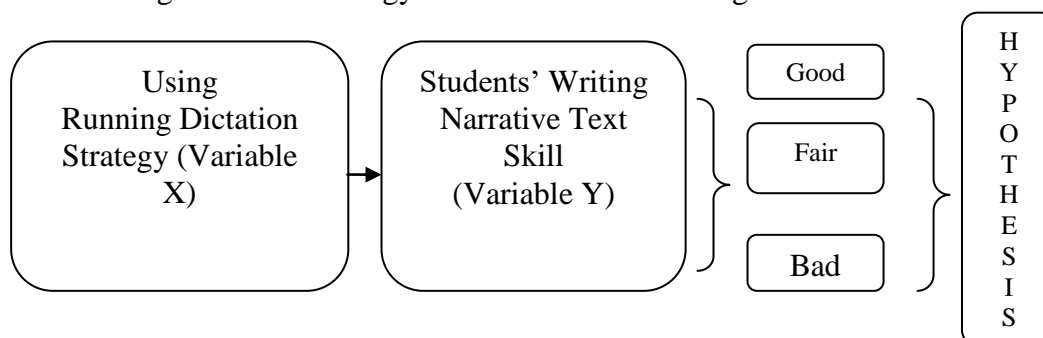
According to Cohen in Widiyanto states that small group as running dictation strategy can be a way to reach good learning process. Running dictation is an easy and fun activity which is suitable for any levels where there must be a writer and runner.²⁶

Based on the theoretical framework above the researcher describes the paradigm as follows:

Figure 3

The Paradigm of Influence of Using

Running Dictation Strategy toward Students' Writing Narrative Text Skill



Based on figure above, it can be described that the use of running dictation strategy influences the students' narrative text skill.

The researcher assumes that if teaching by using running dictation as strategy toward students' narrative text skill is good

²⁵ Sabine Walner, "Teaching Spoken English In the Austrian Classroom", (Ausgabe : Journal for Research and Education) October 2 2014, p. 36

²⁶ Zulraudah, "Teaching Writing by Using Running Dictation Activity For Elementary School Students", 2014 Vol. 3. P. 59

category, running dictation influences toward students' narrative text skill. So, there is positive and significant influence of using running dictation as strategy toward students' narrative text skill. Moreover, if teaching by using running dictation as strategy toward students' narrative text skill is bad category, running dictation does not influences toward students' narrative text skill. So, there is no positive and significant influence of using running dictation as strategy toward students' narrative text skill.

D. Hypothesis Formulation

Hypothesis is “an idea or a suggestion that is based on known facts and is used as a basic for reasoning or further investigation.”²⁷ Based on the statement above, there are two forms of hypothesis. They are null hypothesis and alternative hypothesis. Null hypothesis means that there is no difference between two variables. Alternative hypothesis means that there is correlation between two variables. Therefore, the researcher formulates the hypothesis into alternative hypothesis.

It can be said that there is positive and significant the influence of using Running Dictation as strategy toward the students' narrative text skill at the eleventh grade of SMAN 1 Punggur Central Lampung in the academic year 2016/2017.

²⁷ Hatch and Farhady, *Research Design and Statistic for Applied Linguistics*, Newbury House Publishers, Massachusetts, 1982, p. 3

E. Statistical Hypothesis

$$\text{If } = F_0 > F_t$$

Ha is accepted and Ho is rejected

$$\text{If } = F_0 < F_t$$

Ha is rejected and Ho is accepted

CHAPTER III
RESEARCH METHOD

A. Research Design

In this research the researcher used a quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (particular statistics).²⁸ There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is using running dictation strategy and the dependent variable (Y) is students' writing skill.

In conducting the research, the writer used pre-experimental design with one group pre-test and post-test. Characteristic of this research is one shoot case studies occur when a researcher selects a single group of participants to act as the treatment group, implements a treatment, and then administers a posttest. It means that the pre-test was given before the experimental treatment and the post-test was given after the experimental treatments. This research was intended to investigate whether there is a positive and significant influence using running dictation strategy toward students' writing skill. The research design is follows:

Table 4
The pre-Experimental Design

Pre-Test	Treatment	Post Test
O ₁	X	O ₂

²⁸ Daniel Muijs, *doing quantitative research in education*, sage publications London, Thousand Oaks. New Delhi, 2004. P.1

B. Population, Sample, and Sampling Technique

1. Population

The population is the group that want to generalize your discover.²⁹ Moreover, the population of this research was the students at eleventh grade of SMA N 1 Punggur in academic year 2016/2017. There are nine classes which consist of 233 students and the total of students in each class was presented as below:

Table 5
Population of the Research
Students in SMA N 1 PUNGGUR academic year 2016/2017

Class	Sex		Total
	Male	Female	
XI IPA 1	11	15	26
XI IPA 2	6	19	25
XI IPA 3	9	18	27
XI IPA 4	4	22	26
XI PA 5	4	25	29
XI IPS 1	18	6	24
XI IPS 2	18	9	27
XI IPS 3	11	13	24
XI IPS 4	5	20	25
TOTAL	86	147	233

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population³⁰. The

²⁹Muijs, Daniel. *Doing Quantitative Research.*, P. 37.

³⁰Jhon W. Creswell. *Educational research fourth edition.* Pearson .2012. P.142

researcher has chosen one of the eleventh graders at SMAN 1 Punggur as the sample. So, the researcher took from XI IPS 3 about 24 students as the sample.

3. Sampling Technique

A sample is a subset of the population that is taken to be representative of the entire population.³¹ In this case, the researcher used cluster purposive sampling because the sample selection based on specific purpose.

C. Definition of Operational Variable

Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.³²

Based on the quotation above, the operational definition of this research variable as follows:

1. Independent variable

Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using Running Dictation as the variable X. Running Dictation can be defined as activity that learners run to a text and read it and then pass the information verbally to a partner. The researcher used written test

³¹ Prof. Dr. Samy Tayie, *Research Method and Writing Research Proposal*. (Cairo: CAPSCU. 2005), p. 32.

³² Mark And Peter, *Introduction Quantitative Research Methods*, Sage Publications, New Delhi, 2001, p. 46

to know about student's writing narrative text skill in this research. The scoring of this variable include in the high category (80-100). Furthermore, in the middle category (60-79), low category (30-59).

Moreover, indicator of this variable as follows:

- a. Students able to reinforce grammatical concepts
- b. Students able to read the sentences committing them to memory quickly.
- c. Students able to dictate the sentences structurally.

2. Dependent variable

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable.³³ Dependent variable of this research is students' writing skill. The researcher used written test and form of test in this research is composing. The scoring of this variable is included in the high category (80-100). Furthermore, in the middle category (60-79), low category (30-59).

Moreover the indicator of this variable as follows:

- a. The students understand generic structure of narrative text.
- b. Students can express their own topic in writing.
- c. Students can write the sentences grammatically.
- d. Students can choose the words correctly in making sentences.

³³ Evelyn Hatch and Hossein Farhady, *Research Design and Statistic for Applied Linguistics*,(U.S.A.: Newbury House Publishers.Inc,1982), P.89

D. Data Collecting Method

Here, the researcher used the data as the following follows:

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that “instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.³⁴ Whereas, this research is pre-experimental design with applying one group pre-test and post-test group design. So, the researcher used test as data collecting method to measure both of variable. The researcher measured teaching writing through Running Dictation Strategy by pre-test, treatment, and post-test.

The pre-test was given to the students in the first meeting in order to find out students’ narrative text skill in the beginning before using running dictation strategy in their writing skill. Whereas, the post-test was given in the last meeting after treatment in order to find out whether the statement give any contribution to the students’ writing narrative text skill in the post test is higher than the pre test or there is positive and significant difference between the pre test and the post test score.

2. Documentation

³⁴Gary Anderson With Nancy Arsenault, *Fundamental Of Education Research*, USA, Falmer Press, 2005, p. 94

Documentation as the method which was used to get information from written language or documentation, for instant, book, magazine, rule, note, and other. Easy to say, that documentation is note of information in the form of documentation. Moreover, the researcher used this method to get the data about eleventh grade of SMA N 1 Punggur academic year 2016/2017.

E. Research Instrument

The research instrument in this research held the test which has explained follows:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed with indicators which have been decided.

Here is the blue print:

a. Test

There were two tests in this research. The first test was pre-test and the second test was post test. In addition, the researcher demonstrated the research instrument in the form of grilles as follows:

Table 6
The Instrument Grilles Test For Narrative Text Skill

No.	Variable	Indicator	Form of the test	Items
1.	Variable X (Running	1. Students can identify	Written Test (Essay)	1 items

	Dictation Strategy)	<p>generic structure narrative text</p> <p>2. Students can dictate the sentences structurally.</p> <p>3. Students can reinforce grammatical concepts</p> <p>4. Students can arrange the sentences correctly</p>		
2.	Variable Y (Narrative Text Skill)	<p>1. Students can identify generic structure narrative text</p> <p>2. Students can express their own topic in writing</p> <p>3. Students can write the sentences grammatically.</p>	Written Test (Composing)	1 items

b. Documentation

The instruments which used for documentation method are books, note magazines and other. The researcher got the data:

- 1) The researcher used the documentation method to get detail information about students' writing narrative text skill, Documentation here about the score of narrative text assignment of English subject in SMA N 1 Punggur in the Academic Year of 2016/2017.

- 2) Documentations are about the condition teachers, official employees and infrastructure of SMA N 1 Punggur in the Academic Year of 2016/2017.

2. Instrument Calibration

Instrument calibration can be understood as the screening or examination of items of instrument that made by the research.³⁵ Moreover, the researcher used the standard for test instrument as following:

Table 7
The Composition Scoring Profile

Score	Criteria
Content	<p>27-30</p> <p>Very Good to Excellent: knowledgeable, substantive, development of thesis, relevant to the topic.</p> <p>22-26</p> <p>Average to Good: adequate information, adequate substantive, limited development of thesis, relevant to the topic but lack detail.</p> <p>17-21</p> <p>Fair to Average: limited knowledge of subject, lack substantive, lacks the development of thesis.</p>
	<p>12-16</p> <p>Very Poor: does not show knowledge of subject, non substantive, non development of thesis, no problems.</p>
Organization	<p>18-20</p> <p>Very Good to Excellent: fluent expression, stated ideas clearly, well-organized, logical sequencing, cohesive.</p> <p>14-17</p> <p>Average to Good: lack fluent, lack organized, but main idea stand out,</p>

³⁵ Pedoman Penulisan Skripsi/Karya Ilmiah, STAIN Jurai Siwo Metro, 2016, p. 33

	10-13	limited support, logical sequencing but incomplete sequencing.
	7-9	Fair to Average: non-fluent, ideas confused, disconnected, non logical sequencing and development. Very Poor: does not communicate, no organization or not enough to evaluate.
Vocabulary	18-20	Very Good to Excellent: well-diction, effective word / idiom choice and usage, mastery word form.
	14-17	Average to Good: rather good diction, occasional errors of word / idiom form, but meaning not obscured.
	10-13	Fair to Average: limited diction, frequent errors of word / idiom form, meaning confused or obscured.
	7-9	Very Poor: diction, word / idiom form
Language Use	22-25	obscured or confused, the sufficiency of vocabulary is very low, it is not enough to evaluate.
	18-21	Very Good to Excellent: complex construction but effective, few errors of tense, number, word order / function, articles, pronoun, preposition.
	11-17	Average to Good: simple construction but effective, several errors of tense, number, word order, function, articles, pronoun, preposition, but meaning not obscured. Fair to Average: serious problems in simple / complex construction, frequent errors of tense, number, word order, articles, pronoun, preposition, deletions, meaning confused or obscured.
Score		Criteria
	18-21	Average to Good: simple construction but effective, several errors of tense, number, word order, function, articles,

	11-17	pronoun, preposition, but meaning not obscured.
	5-10	Fair to Average: serious problems in simple / complex construction, frequent errors of tense, number, word order, articles, pronoun, preposition, deletions, meaning confused or obscured. Very Poor: no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanic	5	Very Good to Excellent: master the role in writing, few errors of spelling, punctuation, capitalization.
	4	Average to Good: occasional errors of spelling, punctuation, capitalization, but meaning not obscured.
	3	Fair to Average: frequent errors of spelling, punctuation, capitalization, and meaning confused or obscured.
	2	Very Poor: no master the role in writing, dominated by errors of spelling, punctuation, capitalization, handwriting illegible, or not enough to evaluate. ³⁶

F. Data Analysis Technique

To find out the differences of significant between pre-test and post test samples was used Chi-Square formulation. Chi-Square many parametric models, possessing different characteristics, shapes, and properties, have

³⁶ Brown, H. Douglas. *Teaching by Principles*. San Francisco: San Francisco State university. 2003. p. 244

been proposed in the literature³⁷ It was purposed to find out the differences significant of running dictation strategy toward students' writing narrative text skill at the eleventh grade SMAN 1 Punggur. Test given by the formula of chi-square:

$$X^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Explanation:

F_o = observed frequency

F_e = expected frequency

Then, the researcher analyzed data to investigate the influence running dictation strategy toward students' writing narrative text skill at the eleventh grade SMAN 1 Punggur by using t-test formulation.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Explanation:

t = t value for correlation sample

D = (difference), difference between pre-test score with post-test score.

D² = Square of D

N = Total of participant

³⁷ Vassilly Vainov, *chi-squared goodness of fit test with application*, (USA: AP Press,2013) P.

CHAPTER IV

RESULT OF THE RESEARCH

A. DESCRIPTION OF DATA

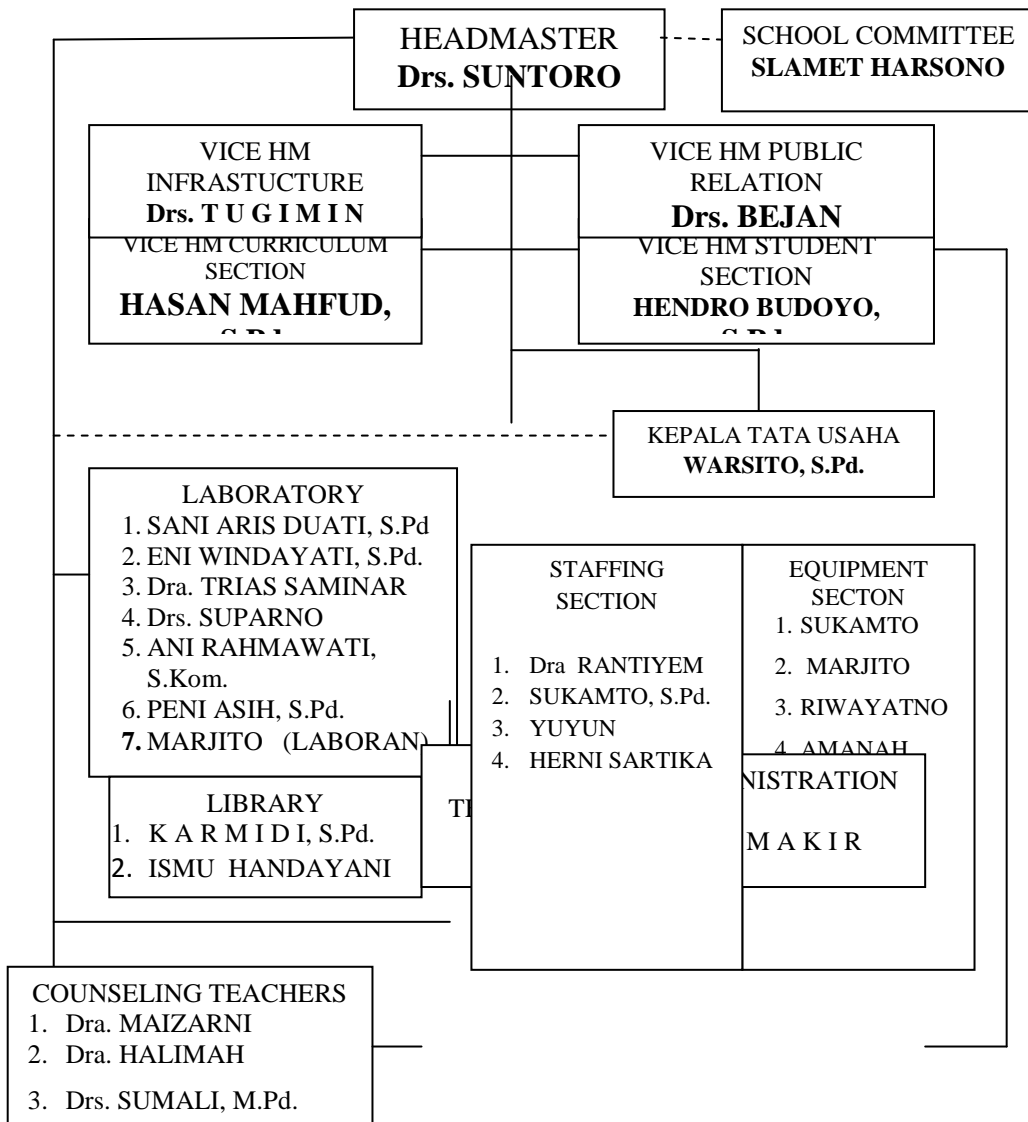
1. Research Setting

a. Brief Story of SMAN 1 Punggur

This research was conducted at SMAN 1 Punggur. It is built on April, 24th 2002 and it is located on Raya Nunggalrejo street Punggur Central Lampung. It was built based on the Decree of the Minister of Education and Culture of the Republic of Indonesia number: 04/PGR/2002. The first time it received vocational students was on March, 2003 based on the Decree of the Minister of Education and Culture of the Republic of Indonesia number : 420/003/05/D.8/2003 tanggal 17 Maret 2003.

b. Structure Organization of SMAN 1 PUNGGUR in Academic year 2016/2017.

Figure 4
The Structure Organization of SMAN 1 Punggur



c. Condition of Teachers and Official Employees

Table 8
Condition of Teachers and Official Employees SMAN 1 Punggur in
the academic year 2016/2017

No	Name	Sex	Occupation
1	Drs. SUNTORO	Male	Headmaster
2	Drs.SUMALI, M.Pd.	Male	Guidance Counseling
3	Drs. HARYANTO	Male	Sociology Teacher
4	Drs.TAUFIK ISMAIL	Male	History Teacher
5	IMAM NAZAR NURI, S.Ag	Male	Islam Teacher
6	Drs. TRI HARTOTO, M.Pd.	Male	History Teacher
7	Dra. HALIMAH	Female	Guidance Counseling
8	Drs. SUPARNO	Male	History Teacher
9	Dra. ADE NANI SURYANI	Female	Bahasa Teacher
10	Dra. MAIZARNI	Female	Guidance Counseling
11	HASAN MAHFUD, S.Pd	Male	Mathematics Teacher
12	HARNANTO, S.Pd	Male	Mathematics Teacher
13	MERIDAWATI, S.Pd	Female	Bahasa Teacher
14	Drs. BEJAN SANTOSO	Male	Bahasa Teacher
15	Drs. SB.PURWANTO	Male	Pysical Teacher
16	Dra. TUTI SUPRIYATI	Female	Pysical Teacher
17	PURWATI, S.Pd.	Female	Biology Teacher
18	KARMIDI, S.Pd.	Male	Economy Teacher
19	Dra. TRIAS SAMINAR	Female	Biology Teacher
20	Drs. INDRA JAYA	Male	Civic Education Teacher
21	TITIN SUMIARTI, S.Pd	Female	Art Teacher
22	ELVA YULI SUSANTI, S.Sos.	Female	Sociology Teacher
23	NOTO MARGIANTO, S.Pd.	Male	Mathematics Teacher
24	SURADI, SE	Male	Economy Teacher
25	PENI ASIH, S.Pd	Female	English Teacher
26	Drs. HERY SUBAGIYO	Male	Geography Teacher
27	NURUL EKAWATI, S.Pdi.	Female	Islam Teacher
28	HENDRO BUDOYO, S.Pd.	Male	Physics Teacher
29	APRILIANI DWI KURNIASIH, S.Pd.	Female	English Teacher
30	MEGAWATI CIPTANING, S.Si.	Female	Chemistry Teacher
31	PATIMAH, S.Pd.	Female	Economy Teacher
32	ZULHANA, S.Pd.	Female	Biology Teacher

Table 6 Continuation

No	Name	Sex	Occupation
33	ENIK WINDAYATI, S.Pd.	Female	Chemistry Teacher
34	NURHAYATI, S.Pd.I	Female	Islam Teacher
35	TITIN SURIATI, S.Sos	Female	Sociology Teacher
36	TRI WAHYUNINGSIH, S.Si	Female	Mathematics Teacher
37	MUSTIKA HERLINA, S.Pd	Female	Civic Teacher
38	SRI LESTARI, S.Pd.	Female	Bahasa Teacher
39	RINI SULISTYOWATI, S.E.	Female	Geography Teacher
40	SUPRPTI, S.Pd.	Female	Bahasa Teacher
41	IMAN ABIWORO, S.Si.	Male	Chemistry Teacher
42	Dra. LILIYI FIRNIS	Female	History Teacher
43	BUDI SANTOSO, S.Pd.	Male	Economy Teacher
44	RANTINITA SAPUTRA, S.Pd.	Female	Librarian
45	DELIANA WARDANI, S.Pd.	Female	English Teacher
46	SRI SUSILOWATI, SPd	Female	History Teacher
47	BUDI HARDIANTORO, S.Si.	Male	Physics Teacher
48	ARIE ALFIA ARISTHA, S.Pd.	Female	English Teacher
49	Drs. TUGIMIN	Male	Bahasa Teacher
50	PENDI HARTANTO, S.Pd.	Male	Geography Teacher
51	PRASTIWI, S.Pd.	Female	Arabic Teacher
52	MUSLIMATUN NISA, S.Si	Female	Mathematics Teacher
53	BAYU SEDYOKO WIDIARTO. S.Pd. Kor.	Male	Physical Teacher
54	YUNI EKAWATI, S.Si.	Female	Chemistry Teacher
55	NOVITA NUGRAHANING WIDI, SE.	Female	Economy Teacher
56	LILIS SURYANI, S.Sos.	Female	Sociology Teacher
57	SRI INDAH M. S.Pd.	Female	Economy Teacher
58	SANI ARIS DUATI, S.Pd	Female	Physics Teacher
59	RETNO DWI HASTUTI, S.Si	Female	Mathematics Teacher
60	LUSY MARLINA, S.Si	Female	Chemistry Teacher
61	ANI RAHMAWATI, S.Kom	Female	Computer Teacher
62	HEROYOGI SULENDRA, S.Kom	Male	Computer Teacher
63	RISSA FITRIA SARI, S.Pd.	Female	Biology Teacher
64	LISKA OKTAVIANA, S.IP.	Female	Local Subject

Table 6 Continuation

No	Name	Sex	Occupation
65	INTAN PERMATA KESUMA, S.Pd.	Female	Librarian
66	NI PUTU YULI WIRANINGSIH, S.Ag.	Female	Hindu Teacher
67	ANDREAS PUJIONO. S.Pd.K.	Male	Protestan Teacher
68	RISSA ALUFHA, S.Pd.	Female	Dance Art Teacher
69	JATMIKO PURWO S., S.Pd.	Male	Physics Teacher
70	NURHASANAH, S.Pd.	Female	Arabic Teacher

Source: School's Archive of SMAN 1 Punggur taken on, June 2 2017

d. Infrastructure of SMAN 1 Punggur in the Academic Year 2016/2017

Table 9

Infrastructure of SMAN 1 Punggur in the Academic Year 2016/2017

No.	Infrastructure	Amount
1	Room	21
2	Physics Laboratory	1
3	Chemistry Laboratory	1
4	Biology Laboratory	1
5	Language Laboratory	1
6	Art Laboratory	1
7	Music Laboratory	1
8	First Aid Medical Room	1
9	Computer Room	1
10	Open Area	1
11		1
12	Guidance Counseling's Room	1
13	Principal's Room	1
14	Teacher's Room	1
15	Room	1
16	Room	1
17	Teacher's Toilet	4
18	Student's Toilet	5
TOTAL		45

2. Research Data

a. Result of Pre-test

The purpose of pre-test is to know the students' skill in writing narrative text. The test was used by the researcher in pre-test before giving experimental treatments by using running dictation strategy.

The result of pre-test can be identified in the table, as follows:

Table 10
The Result of Pre-test of the Eleventh Grade of SMAN 1 PUNGGUR in
the academic year 2016/2017

No.	Name	SCORE
1.	Aff	50
2.	Ah	45
3.	Al	41
4.	Ang	62
5.	By	35
6.	Cn	30
7.	Dna	50
8.	Dms	45
9.	Dni	60
10.	Dst	62
11.	El	41
12.	Ind	35
13.	Iqb	40
14.	Isn	35
15.	Kvn	45
16.	Ltf	60
17.	Mhm	40
18.	My	42
19.	Mta	40
20.	Mrn	45
21.	Ti	35
22.	Vdl	40
23.	Yli	44
24.	Zm	40
Total		1062
Average		44,25

Based on the table above, the researcher measured the class interval

(P) using formulation, as follows:

$$R = \text{The highest score} - \text{The lowest score}$$

$$= 62 - 30$$

$$= 32$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 24$$

$$= 1 + 4,55$$

$$= 5,55 \longrightarrow 6$$

$$P = \frac{R}{K}$$

$$= \frac{32}{6}$$

$$= 5,3 \longrightarrow 5$$

The total of class interval (P) for pre-test is 5. After knowing the class interval, the data taken class interval above was put on the table of frequency distribution, as follows:

Table 11
The Invariant Frequency Distribution of Pre-test

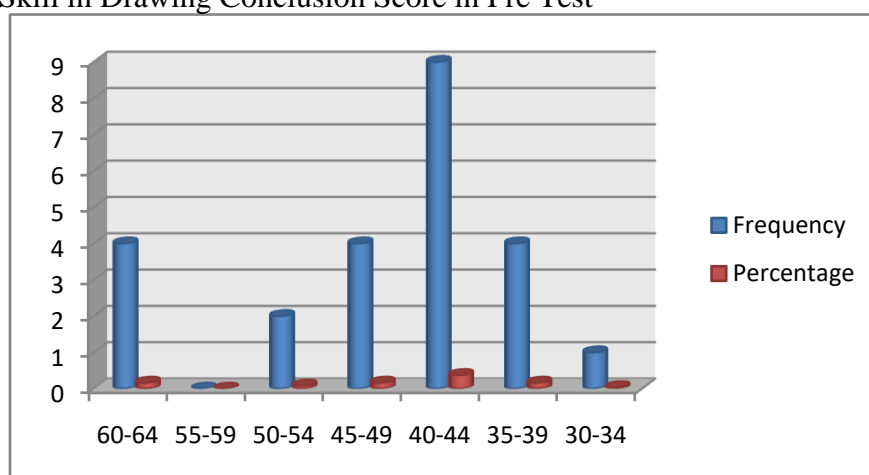
Score	Frequency	Percentage
60-64	4	16,67%
55-59	0	0%
50-54	2	8,33%
45-49	4	16,67%
40-44	9	37,5 %
35-39	4	16,67%
30-34	1	4,17%
Total	24	100%

Based on the table frequency distribution above, it can be inferred that from 24 students as sample in this research, there were 4 students include

in the score of 60-64 or 16,67% , 0 students who got score 55-59 or 0%, 2 students who got score 50-54 or 8,33% , 4 students who got score 45-49 or 16,67%, 9 students who got score 40-44 or 37,5%, 4 students who got score 35-39 or 16,67%, and the last 1 students who got score 30-34 or 4,17%.

In addition, the chart below illustrated the frequency distribution of the students' writing narrative text skill in drawing conclusion score in post-test.

Table 12
The Chart of Frequency Distribution of Students' Writing Narrative Text Skill in Drawing Conclusion Score in Pre Test



b. Result of Post Test

Table 13

The Result of Post-test of the Eleventh Grade of SMAN 1 Punggur in the academic year 2016/2017

No.	Name	SCORE
1.	Aff	75
2.	Ah	67
3.	Al	73
4.	Ang	81
5.	By	65
6.	Cn	70
7.	Dna	66
8.	Dms	74
9.	Dni	80
10.	Dst	81
11.	El	66
12.	Ind	70
13.	Iqb	72
14.	Isn	75
15.	Kvn	67
16.	Ltf	80
17.	Mhm	66
18.	My	70
19.	Mta	66
20.	Mrn	72
21.	Ti	65
22.	Vdl	74
23.	Yli	68
24.	Zm	70
Total		1713
Average		71,37

Based on the table above, the researcher measured the class interval (P) using formulation, as follows:

$$\begin{aligned}
 R &= \text{The highest score} - \text{The lowest score} \\
 &= 81 - 65
 \end{aligned}$$

$$= 16$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 24$$

$$= 1 + 4,55$$

$$= 5,55 \longrightarrow 6$$

$$P = \frac{R}{K}$$

$$= \frac{16}{6}$$

$$= 2,6 \longrightarrow 2$$

The total of class interval (P) for pre-test is 2. After knowing the class interval, the data taken class interval above was put on the table of frequency distribution, as follows:

Table 14
The Invariant Frequency Distribution of Post-test

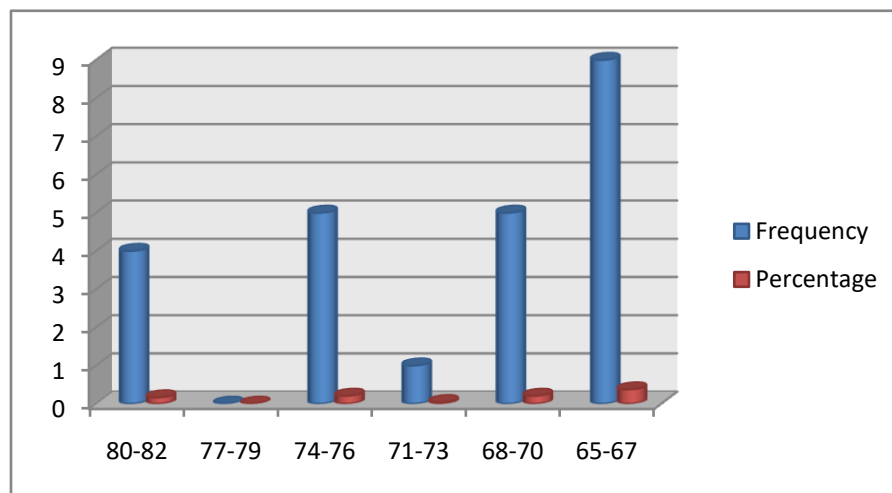
Score	Frequency	Percentage
80-82	4	16,67%
77-79	0	0%
74-76	5	20,83%
71-73	1	4,17 %
68-70	5	20,83%
65-67	9	37,5%
Total	24	100%

Based on the table frequency distribution above, it can be inferred that from 24 students as sample in this research, there were 4 students who were included in the score of 80-82 or 16,67%, 0 student who got score 77-79 or 0%, 5 students who got score 74-76 or 20,83%, 1 student who got

score 71-73 or 4,17%, 5 students who got score 68-70 or 20,83% and the last 9 students who got score 65-67 or 37,5%.

In addition, the chart below illustrated the frequency distribution of the students' writing narrative text skill in drawing conclusion score in post-test.

Table 15
The Chart of Frequency Distribution of the Students' Writing Narrative Text Skill
in Drawing Conclusion Score in Post-Test



B. Hypothesis Testing

After applying the test method, the researcher analyzed the data by using Chi-Square and t-test in order to prove whether there is positive and significant influence of using running dictation strategy toward the students' writing narrative text skill at the eleventh grade of SMAN 1 PUNGGUR in the academic year of 2016/2017, as follows:

1. After administering the written test method, the researcher analyzed the data by using Chi-Square (X^2) with two variables in order to prove whether there is positive and significant influence of using running dictation strategy toward the students' writing narrative text skill at the eleventh grade of SMAN 1 PUNGGUR in the academic year of 2016/2017, as follows:

$$X^2 = \sum \left(\frac{(F_o - F_e)^2}{F_e} \right)$$

Table 16

The Contingency Table of the Expected Frequency at The Result of Students' Writing Narrative Text Skill in Drawing Conclusion Score in Pre-Test and Post-Test

Variables	Category			Total
	Good	Fair	Bad	
Pre-Test	1 0	2 4	3 20	$r_N = 24$
Post-Test	4 10	5 14	6 0	$r_N = 24$
Total	$C_N = 10$	$C_N = 18$	$C_N = 20$	$N = 48$

Hypothesis testing by using chi-square analyzed as follows:

Table 17

The Testing of Data

Cell	f_o	$f_e = \frac{C_N \times R_n}{n}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	0	$\frac{10 \times 24}{48} = 5$	-5	25	5
	4	$\frac{18 \times 24}{48} = 9$	-5	25	2,8
	20	$\frac{20 \times 24}{48} = 10$	10	100	10
	10	$\frac{10 \times 24}{48} = 5$	5	25	5
	14	$\frac{18 \times 24}{48} = 9$	5	25	2,8

	0	$\frac{20 \times 24}{48} = 10$	-10	100	10
al	N = 48	$f_t = 48$	0	-	$X^2 = 35,6$

From data above, the value of chi-square was 35,6. Then, to know critical value of chi-square, the researcher firstly counted df. It was degree of freedom. The formulation of df, as follows:

$$df = (c - 1) (r - 1)$$

Note:

df = Degree of freedom

C = Column

r = Row

$$df = (3-1) (2-1) = 4$$

Table 18

The Table of Critical Value of Chi-Square

Level of Significant	5%	1%
Df	5,99146	9,21034

- The critical value of X^2 table for 5% level was 5,99146.
- The critical value of X^2 table for 1% level was 9,21034.

From all data analysis above, it could be known that:

- $X^2_{observed} = 35,6$
- $X^2_{table\ of\ expectation} = 5\% (5,99146) \text{ and } 1\% (9,2103)$

The degree of freedom is 2. So the values of X^2 table on degrees of freedom are 5% = 5,99146 and 1% (9,2103). In this research, the students have done all of the test individually and group. It was benefit to know the influence of using running dictation strategy toward students' writing narrative text skill in drawing conclusion from the result of those tests.

From the data above shown the comparison X^2 bar with X^2 table was: $5,99146 < 35,6 > 9,2103$ in 5% and 1% significance. It means that alternative hypothesis (H_a) explains "there is positive and significant influence of using running dictation strategy toward students' writing narrative text skill in drawing conclusion".

2. Putting the data into formula T-test

The researcher used the t-test formula to find whether there is positive and significant influence of using running dictation strategy toward the students' writing narrative text skill at the eleventh grade of SMAN 1 Punggur in the academic year of 2016/2017. Firstly, the researcher prepared the table and put the data into the formula t-test as below to get "t_{observation}".

Table 19

The Score Pre-Test and Post Test Result of the Students' Writing Narrative Text
Skill in Drawing Conclusion

No	Name	Pre Test (X_1)	Post-test (X_2)	$D(X_2-X_1)$	$D^2 (X_2-X_1)^2$
1.	Aff	50	75	25	625
2.	Ah	45	67	22	484
3.	Al	41	73	32	1024
4.	Ang	62	81	19	361
5.	By	35	65	30	900
6.	Cn	30	70	40	1600
7.	Dna	50	66	16	256
8.	Dms	45	74	29	841
9.	Dni	60	80	20	400
10.	Dst	62	81	19	361
11.	El	41	66	25	625
12.	Ind	35	70	35	1225
13.	Iqb	40	72	32	1024
14.	Isn	35	75	40	1600
15.	Kvn	45	67	22	484
16.	Ltf	60	80	20	400
17.	Mhm	40	66	26	484
18.	My	42	70	28	784
19.	Mta	40	66	26	676
20.	Mrn	45	72	27	729
21.	Ti	35	65	30	900
22.	Vdl	40	74	34	1156
23.	Yli	44	68	24	576
24.	Zm	40	70	30	900
Total		$\sum X_1=1062$	$\sum X_2= 1713$	$\sum D = 651$	$\sum D^2 =18415$
Average		44,25	71,37	27,125	767,291

After it, put the data into formula of t-test. Then, calculate of t-test.

It can be calculated by using the formula below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{27,125}{\sqrt{\frac{18415 - \frac{(651)^2}{24}}{24(24-1)}}$$

$$t = \frac{27,125}{\sqrt{\frac{18415 - (423801 : 24)}{24 \times 23}}$$

$$t = \frac{27,125}{\sqrt{\frac{18415 - 17658,375}{552}}$$

$$t = \frac{27,125}{\sqrt{\frac{756,625}{552}}}$$

$$t = \frac{27,125}{\sqrt{1,37}}$$

$$t = \frac{27,125}{1,17}$$

$$= 23,18$$

Therefore, $t_{\text{observation}}$ is 23,18 as the result of the counting by using t-test formula above. To know the critical value of t-test (t_{table}), the researcher firstly counted df , df is degree of freedom. The formulation of $df = N-1$. N is the number of research population:

$$df = N-1$$

$$= 24-1$$

= 23

Furthermore, the researcher demonstrated the data which was analyzed by using t-test in SPSS in the table below:

Table 20
Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	24	30.00	62.00	44.2500	8.98429
Post-Test	24	65.00	81.00	71.3750	5.24042
Valid N (listwise)	24				

The table above demonstrated that the total sample of pretest or before treatment was 24 with the minimum value was 30 and maximum 62, mean of pretest was 44,25 with the standard deviation was 8.98429. Meanwhile the total sample of post test or after treatment was 24 with the minimum value was 65 and maximum 76, its mean of post test was 81 with the standard deviation 5.24042.

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table 21
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test- Post-test	2.71250	6.42219	1.31092	-29.83685	-24.41315	23.183	23	.000

The table above illustrated that the mean of pretest X1 and post test X2 result was 2.71250 and it's the standard deviation was 6.42219 with standard error mean was 1.31092, t observed was 23.183 with degree of freedom was 23 to confidence interval of the difference 95%.

After considering the t-test table by using df 23, 23 is higher than 20 and it is lower than df 30. So it is done by interpretation and can be found that:

Table 22
Critical value of t_{table}

Level Significance	5%	1%
df 20	2,09	2,84
df 30	2,04	2,75

Table 23
Interpretation

Interpretation	5%	1%
df 20+df 30	$= \frac{2,09+2,04}{2}$	$= \frac{2,84+2,75}{2}$
2	2,065	2,795

To df 23 with df 5% is 2,065 and 1% is 2,795. With the $t_{observation}$ is 23,18. Then the data confirmed that to t_{table} $2,065 < t_{observation} 23,18 > t_{table}$ 2,795.

C. Interpretation

2. Interpretation of " $X^2_{observed}$ " as follows:

If $X^2_{observed} > X^2_{table}$, H_a is accepted and H_o is rejected.

If $X^2_{observed} < X^2_{table}$, H_a is rejected and H_o is accepted.

The critical value of " $X^2_{observed}$ " was 23,18. In conclusion, the use of running dictation strategy can influence students' writing narrative

text skill in drawing conclusion at the eleventh grade of SMAN 1 Punggur in the academic year of 2016/2017.

2. Interpretation of t_{observed}

The researcher formulated to “ t_{observed} to t_{table} ” as follows:

- a. If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.
- b. If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.

The researcher has formulated the Alternative Hypothesis (H_a) such as: “there is a positive and significant influence of using running dictation strategy toward students’ writing narrative text skill in drawing conclusion at the eleventh grade of SMAN 1 Punggur in the academic year of 2016/2017”.

Finally, the data confirmed that $t_{\text{observed}} = 23,18$ is higher than $t_{\text{table}} = 2,065$ in 5% and 2,795 in 1%. Therefore, it can be concluded that “there is a positive and significant influence of using running dictation strategy toward students’ writing narrative text skill in drawing conclusion at the eleventh grade of SMAN 1 Punggur in the academic year of 2016/2017”.

D. Discussion

Writing skills deal with the ability to arrange the graphic system such as the letter, word, and sentences of certain language being used in writing communication in order that the reader can understand the message or information. In fact, many students have difficulties to develop their writing.

Teaching writing needed a right strategy to be applied during learning process. Therefore, the teacher must be able to choose proper strategy to develop students' writing skill creatively. In this research the researcher has implemented a strategy by using running dictation strategy in order to reach learning process successfully.

The result indicated that the students' writing narrative text skill improved after they were taught by using running dictation strategy. It was proved by mean score of pre-test 44,25 into 71,37 mean score of post test after treatment. Moreover, the data confirmed that $t_{\text{observed}} = 23,18$ is higher than $t_{\text{table}} = 2,065$ in 5% and 2,795 in 1%. It means that H_a is accepted and H_o is rejected.

E. Limitation

This research was conducted at SMAN 1 Punggur. The subjects of the research were the eleventh grade of SMAN 1 Punggur in the academic year of 2016/2017. The choice the subject was running dictation strategy. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learnt by the students.

In the learning process there were some problems in developing writing skill. The first was the students had not understood how to apply running dictation strategy.. The students need long time to dictate the text and also the students had low motivation in learning. Moreover, some of students had difficulties in developing writing skill, but most of them felt interested to

develop writing skill and they were recognized by new strategy in learning writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Running dictation strategy is one of the strategy in learning writing. By using running dictation appropriately, it could help the students to develop their writing narrative text skill. Based on the analysis and result of the research, the researcher can conclude that running dictation strategy has a positive influence toward the students' writing narrative text skill. It can be seen from the result of the students' pre-test and post-test.

There was significant influence of using running dictation strategy toward the students' writing narrative text skill in drawing conclusion of SMAN 1 PUNGGUR. It can be seen from the result of critical value " χ^2_{observed} " is 35,6 and " χ^2_{table} " = 5% (5,99146) and 1% (9,2103). The data confirmed that " χ^2_{observed} " is higher than " χ^2_{table} ". Moreover, the data confirmed that $t_{\text{observed}} = 23,18$ is higher than $t_{\text{table}} = 2,065$ in 5% and 2,795 in 1%. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that "there is a positive and significant influence of using running dictation strategy toward students' writing narrative text skill in drawing conclusion at the eleventh grade of SMAN 1 Punggur in the academic year of 2016/2017".

B. Suggestion

After the researcher conducted the research at eleventh grade students' of SMAN 1 Punggur, the researcher would like to give some suggestions as follows:

1. For the Students

- a. It is suggested to develop their ability in writing in order that can success in learning English.
- b. This strategy can progress the students in studying English, especially to learn English material given.
- c. To be more active in learning English by using running dictation strategy because it can help the students to enjoy in following the material that the teacher given.

2. For the Teacher

- a. It is better for the teacher to use running dictation strategy in teaching English material because it can improve the student's English learning result.
- b. It is suggested to the teacher gives knowledge to the student to be active in every English teaching learning process.

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APPENDICES

DOCUMENTATION

1. The researcher explains the material narrative text in the first meeting



2. The researcher share the pre-test question to the students



3. The researcher explain running dictation strategy treatment



4. The students are doing the task of running dictation strategy



- 5.



6. The students are doing the task of post-test question



LESSON PLAN

Subject	: English
Class/Semester	: XI/I
Material	: Narrative (Writing)
Time Allocation	: 2x45

A. The Core of Competence

KI 3: Understand, implement, and analyze factual knowledge, conceptual, procedural, and based on a sense of curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State, civilization and related causes of phenomena and events, as well as implementing procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

KI 4: process, thinking, and giving, in the realm of concretes, and abstract domains associated with the development of which he had learned in school independently and be able to use the methods and rules.

B. Basic Competence and Indicator

Kompetensi Dasar	Indicator
<p>KD to KI 3.1</p> <p>Reveal the meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p>	<p>3.1.1 Understand the meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p> <p>3.1.2 Apply the meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p> <p>3.1.3 Analyzing the meaning and rhetoric in the essays using a variety of a language write</p>

<p>4.1 Capture the meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p>	<p>accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p> <p>3.1.4 Distinguish the meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text.</p> <p>4.1.1 Develop meaning and rhetoric in the essays using a variety of a language write accurately, smoothly and in the context of everyday life in the shape of a narrative text</p>
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C. Learning Material

1. Social Function
2. Text structure
3. Language elements
4. Multimedia

D. Learning Activity

1. Pre Activities (10 minutes)

a. Aperception

- Greeting (The Value : polite, care)
- Checking the attendance of students(The Value: discipline, diligent)

b. Motivation

- Giving the students motivation to face the learning process

- Connecting the material to the students' attitude

2. Core Activities (70 minutes)

a. Observation :

- The students observe narrative text.
- The students understand narrative text.
- The students find out the information of narrative text.

b. Questioning :

- The students ask generic structure of narrative text.
- The students ask the topic of narrative text.
- The students ask how to identify narrative text.

c. Explorating :

- The students arrange narrative text about Malin Kundang with discuss method.
- The students identify the paragraph of narrative text.
- The students find out the answer and information of narrative text.

d. Associating :

- The students make narrative text.
- The students identify the generic structure of their narrative text.

e. Communicating :

- The students convey their answerSiswa menyampaikan jawaban.
- The other students correct their answer.

3. Final Activities (10 minutes)

- The teacher gives a conclusion about the material that has already discussed.
- The teacher closes the meeting.

E. Learning Source

- The book PR Bahasa Inggris SMA/MA Intan Pariwara
- LCD Proyektor

F. Evaluation

1. Technique : written test
2. Instrument :

Name :

Class :

Score :

Task 1**A. Arrange the jumble sentences into correct paragraphs based on the generic structure of narrative text!****A POOR FARMER AND HIS LANDLORD**

1. The landlord received the present and thanked the farm worker. (paragraph 2)
2. Once upon a time there was a poor farm worker in China. (paragraph 1)
3. Next he cut off the two wings and gave one to each of the daughters. (paragraph 3)
4. One day he had no rice to eat, and decided to ask his landlord for some. (paragraph 1)
5. The landlord could not divide the duck fairly so he asked the farmer, "How can I divide this duck fairly? I have a wife, two sons and two daughters. (paragraph 2)
6. Finally, he took the rest for himself. The landlord was very happy and gave the farm worker some rice and money as well. (paragraph 3)
7. Then he cut off the two legs and gave one to each of the sons. "These are for you", he said, "because you will follow in your father's footsteps." (paragraph 2)
8. Therefore, he killed one of his ducks and gave it to the landlord as a present. (paragraph 1)
9. The farm worker took his knife and cut off the head of the duck. "This is for you", he said "because you're the head of the family." (paragraph 2)
10. "These are for you", he said, "because you will fly away and marry someone. (paragraph 3)

B. Now it is time for you to write your own narrative text!**Choose one of the titles below:**

1. Cinderella
2. Beauty and The Beast
3. Toba Lake
4. Ugly Duckling
5. Pinocchio

Answer Key:**A.****A POOR FARMER AND HIS LANDLORD**

Once upon a time there was a poor farm worker in China. One day he had no rice to eat, and decided to ask his landlord for some. Therefore, he killed one of his ducks and gave it to the landlord as a present.

The landlord received the present and thanked the farm worker. The landlord could not divide the duck fairly so he asked the farmer, "How can I divide this duck fairly? I have a wife, two sons and two daughters. The farm worker took his knife and cut off the head of the duck. "This is for you", he said "because you're the head of the family." Then he cut off the two legs and gave one to each of the sons. "These are for you", he said, "because you will follow in your father's footsteps."

Next he cut off the two wings and gave one to each of the daughters. "These are for you", he said, "because you will fly away and marry someone. Finally, he took the rest for himself. The landlord was very happy and gave the farm worker some rice and money as well.

B. Based on students' Creativity

The Composition Scoring Profile

Score		Criteria
Content	27-30	Very Good to Excellent: knowledgeable, substantive, development of thesis, relevant to the topic.
	22-26	Average to Good: adequate information, adequate substantive, limited development of thesis, relevant to the topic but lack detail.
	17-21	Fair to Average: limited knowledge of subject, lack substantive, lacks the development of thesis.
	12-16	Very Poor: does not show knowledge of subject, non substantive, non development of thesis, no problems.
Organization	18-20	Very Good to Excellent: fluent expression, stated ideas clearly, well-organized, logical sequencing, cohesive.
	14-17	Average to Good: lack fluent, lack organized, but main idea stand out, limited support, logical sequencing but incomplete sequencing.
	10-13	Fair to Average: non-fluent, ideas confused, disconnected, non logical sequencing and development.
	7-9	Very Poor: does not communicative, no organization or not enough to evaluate.
Vocabulary	18-20	Very Good to Excellent: well-diction, effective word / idiom choice and usage, mastery word form.
	14-17	

	10-13 7-9	Average to Good: rather good diction, occasional errors of word / idiom form, but meaning not obscured. Fair to Average: limited diction, frequent errors of word / idiom form, meaning confused or obscured.
Language Use	22-25 18-21 11-17 5-10	Very Poor: diction, word / idiom form obscured or confused, the sufficiency of vocabulary is very low, it is not enough to evaluate. Very Good to Excellent: complex construction but effective, few errors of tense, number, word order / function, articles, pronoun, preposition. Average to Good: simple construction but effective, several errors of tense, number, word order, function, articles, pronoun, preposition, but meaning not obscured. Fair to Average: serious problems in simple / complex construction, frequent errors of tense, number, word order, articles, pronoun, preposition, deletions, meaning confused or obscured. Very Poor: no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanic	5 4 3 2	Very Good to Excellent: master the role in writing, few errors of spelling, punctuation, capitalization. Average to Good: occasional errors of spelling, punctuation, capitalization, but meaning not obscured. Fair to Average: frequent errors of spelling, punctuation, capitalization, and meaning confused or obscured. Very Poor: no master the role in writing, dominated by errors of

		spelling, punctuation, capitalization, handwriting illegible, or not enough to evaluate.
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Maximum Score: 100

Assesment

No		Criteria					Score
		Content	Organization	Vocabulary	Language Use	Mechanic	
1.	Affa Ahmad	20	12	19	13	5	69
2.	Ahmad P	15	19	18	14	5	70
3.	Dini Okta	20	17	15	17	5	74
....

Punggur, June 2017

English Teacher

Researcher

Delliana Wardhani

NIP. 197805052008012038

Miftahul Mutmainnah

NPM. 13107697

LESSON PLAN

Subject	: English
Class/Semester	: XI/I
Material	: Narrative (Writing)
Time Allocation	: 2x45

A. The Core of Competence

KI 3: Understand, implement, and analyze factual knowledge, conceptual, procedural, and based on a sense of curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State, civilization and related causes of phenomena and events, as well as implementing procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

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1. Social Function
2. Text structure
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D. Learning Activity

1. Pre Activities (10 minutes)

a. Aperception

- Greeting (The Value : polite, care)
- Checking the attendance of students(The Value: discipline, diligent)

b. Motivation

- Giving the students motivation to face the learning process
- Connecting the material to the students' attitude

2. Core Activities (70 minutes)

a. Observation :

- The students will be divided into groups and discuss about narrative text
- The students identify the characteristic of narrative text.
- The students discuss about how to arrange and complete narrative text well.

b. Questioning :

- The students ask generic structure of narrative text.
- The students ask the topic of narrative text.
- The students ask how to identify narrative text.

c. Exploring :

- The students have to arrange random sentence correctly by using running dictation strategy
- The students develop their paragraph into simple paragraph narrative text individually.

d. Associating :

- The students check to make sure their paragraph correctly

e. Communicating :

- One of the each group convey their discuss in front of the class
- The other students correct their answer.

3. Final Activities (10 minutes)

- The teacher gives a conclusion about the material that has already discussed.
- The teacher closes the meeting.

E. Learning Source

- The book PR Bahasa Inggris SMA/MA Intan Pariwara
- LCD Proyektor

F. Evaluation

3. Technique : written test
4. Instrument :

Name :

Class :

Score :

Task 2

A. Arrange the jumble sentences into correct paragraphs based on the generic structure of narrative text!

Wolf and Goat

1. "well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."
2. "my dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."
3. The wolf smacked his lips at the thought of at fine goat dinner.
4. Once upon time, a wolf saw a goat grazing at the edge of a high cliff.
5. "No, thank you," said the goat.
6. "But the grass tastes better down here!" said the exasperated wolf, "why dine alone?"
7. "No, thank you," said the goat.
8. "My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

B. Now it is time for you to write your own narrative text!

Choose one of the titles below:

1. Snow White
2. The Legend of Nyi Roro Kidul
3. Rabbit and Turtles
4. The Story of Bawang Merah and Bawang Putih
5. The Wise Man and The Dog

Answer Key:

A.

THE WOLF AND THE GOAT

Once upon time, a wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of at fine goat dinner.

“my dear friend,” said the wolf in his sweetest voice, “aren’t you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground.”

“No, thank you,” said the goat.

“well then,” said the wolf, “aren’t you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.”

“No, thank you,” said the goat.

“But the grass tastes better down here!” said the exasperated wolf, “why dine alone?”

“My dear wolf,” the goat finally said, “are you quite sure that it is my dinner you are worrying about and not your own?”

B. Based on students' creativity**The Composition Scoring Profile**

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		Content	Organization	Vocabulary	Language Use	Mechanic	
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3.	Dini Okta	20	17	15	17	5	74
....

Punggur, June 2017

English Teacher

Researcher

Delliana Wardhani

NIP. 197805052008012038

Miftahul Mutmainnah

NPM. 13107697

SYLLABUS

A. Kelas: XI

Alokasi Waktu: 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya a. (Perhatikan unsur kebahasaan <i>should, can</i>)	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan
4.1 Menyusun teks interaksi transaksional, lisan	<ul style="list-style-type: none"> • Topik Situasi yang memungkinkan pemberian saran 	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya a. (Perhatikan unsur kebahasaan <i>I think, I</i></p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p><i>suppose, in my opinion)</i></p> <p>4,2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiranyang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>berbeda</p> <ul style="list-style-type: none"> - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk memo sesuai dengan konteks penggunaannya</p> <p>4.3 Teks memo</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks,</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dalam konteks memo • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan dalam teks memo - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa memo resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari memo dengan ucapan dan tekanan kata yang benar - Mencermati beberapa memo lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan unsur kebahasaan teks khusus dalam memo sesuai dengan konteks penggunaannya</p> <p>4.3.2 Menyusun teks khusus dalam bentuk sesuai dengan konteks penggunaannya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik. 	<p>digunakan</p> <ul style="list-style-type: none"> - Diberikan beberapa memo yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat teks memo. - Meembacakan memo di depan kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks eksposisi analitis</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI 	<p>dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</p> <ul style="list-style-type: none"> - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskrripsikan, memaparkan secara obyektif • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya a. (Perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>passive voice</i> - Preposisi <i>by</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
yang benar dan sesuai konteks		
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<p>pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya a. (Perhatikan unsur kebahasaan <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i>)</p> <p>4.7 Menyusun teks interaksi transaksional</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernyataan sebab

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>akibat yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p>akibat dan kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbial <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	<ul style="list-style-type: none"> - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukanguru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesantertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

INSTRUMENT OF PRE-TEST

Name :.....
 Class :.....
 Score :

Task 1

C. Arrange the jumble sentences into correct paragraphs based on the generic structure of narrative text!

A Poor Farmer and His Landlord

1. The landlord received the present and thanked the farm worker. (paragraph 2)
2. Once upon a time there was a poor farm worker in China. (paragraph 1)
3. Next he cut off the two wings and gave one to each of the daughters. (paragraph 3)
4. One day he had no rice to eat, and decided to ask his landlord for some. (paragraph 1)
5. The landlord could not divide the duck fairly so he asked the farmer, "How can I divide this duck fairly? I have a wife, two sons and two daughters. (paragraph 2)
6. Finally, he took the rest for himself. The landlord was very happy and gave the farm worker some rice and money as well. (paragraph 3)
7. Then he cut off the two legs and gave one to each of the sons. "These are for you", he said, "because you will follow in your father's footsteps." (paragraph 2)
8. Therefore, he killed one of his ducks and gave it to the landlord as a present. (paragraph 1)
9. The farm worker took his knife and cut off the head of the duck. "This is for you", he said "because you're the head of the family." (paragraph 2)
10. "These are for you", he said, "because you will fly away and marry someone. (paragraph 3)

D. Now it is time for you to write your own narrative text!

Choose one of the titles below:

1. Cinderella
2. Beauty and The Beast
3. Toba Lake
4. Ugly Duckling
5. Pinocchio

— Good Luck —

INSTRUMENT OF RUNNING DICTATION STRATEGY

Group Worksheet

Time Allocation: 2 x 45 menit

Group :
Members' Name : 1.
2.
3.
4.
5.
6.
Class :

Directions:

1. Write name and class.
2. Arrange the jumble sentences into correct paragraphs based on the generic structure.
3. Do it well with your group!

The Grateful Sparrow

- 1) She took great care of him and fed him rice and gave him fresh water. Soon the sparrow was strong enough to fly away. (paragraph 2)
- 2) The unfortunate bird then escaped to the house next door. (paragraph 1)
- 3) He dropped this gourd in front of the kind woman. The grandmother picked it up and looked at it. (paragraph 3)
- 4) In this house lived a very poor but kind grandmother. She mended the broken wing for the sparrow. (paragraph 2)
- 5) One day, she was so angry with a sparrow which chirped in her courtyard that she hit it with a bamboo pole. She broke the sparrow's wing. (paragraph 1)
- 6) As he flew up into the air, the grandmother called out to him. "look after yourself, and don't go near my neighbour's house again." (paragraph 2)
- 7) When she opened it, rice began to pour on to the ground. The more she shook the ground, the more the rice flowed out of it. (paragraph 3)
- 8) Once upon a time, there lived an old woman who had a very bad temper. (paragraph 1)
- 9) Since then, she never needed to go hungry again. (paragraph 3)
- 10) A few days later, the sparrow flew into the grandmother's garden again. He carried a tiny gourd in his beak. (paragraph 3)

INSTRUMENT OF POST TEST

Name :

Class :

Score :

Task 2

C. Arrange the jumble sentences into correct paragraphs based on the generic structure of narrative text!

Wolf and Goat

1. "well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."
2. "my dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."
3. The wolf smacked his lips at the thought of at fine goat dinner.
4. Once upon time, a wolf saw a goat grazing at the edge of a high cliff.
5. "No, thank you," said the goat.
6. "But the grass tastes better down here!" said the exasperated wolf, "why dine alone?"
7. "No, thank you," said the goat.
8. "My dear wolf," the goat finally said, "are you quite sure that it is my dinner you areworrying about and not your own?"

D. Now it is time for you to write your own narrative text!

Choose one of the titles below:

1. Snow White
2. The Legend of Nyi Roro Kidul
3. Rabbit and Turtles
4. The Story of Bawang Merah and Bawang Putih
5. The Wise Man and The Dog

— Good Luck —

SCORE OF POST TEST

No.	Name	SCORE
1.	Aff	75
2.	Ah	67
3.	Al	73
4.	Ang	81
5.	By	65
6.	Cn	70
7.	Dna	66
8.	Dms	74
9.	Dni	80
10.	Dst	81
11.	El	66
12.	Ind	70
13.	Iqb	72
14.	Isn	75
15.	Kvn	67
16.	Ltf	80
17.	Mhm	66
18.	My	70
19.	Mta	66
20.	Mrn	72
21.	Ti	65
22.	Vdl	74
23.	Yli	68
24.	Zm	70
Total		1713
Average		71,37

RESEARCH LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : B-2483/In.28/R.1/TL.00/05/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2482/In.28/R/TL.01/05/2017
tanggal 10 Mei 2017 atas nama saudara:

Nama : **MIFTAHUL MUTMAINNAH**
NPM : 13107697
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF RUNNING DICTATION STRATEGY TOWARD STUDENTS WRITING NARRATIVE TEXT SKILL AT ELEVENTH GRADE OF SMAN 1 PUNGGUR CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Mei 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,



Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Miftahul Mutmaannah

NPM : 13107607

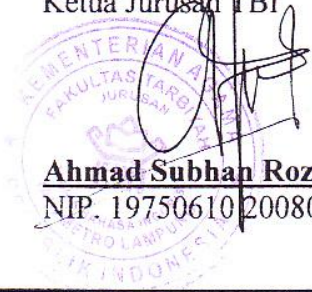
Fakultas : Tarbiyah dan Ilmu keguruan

Jurusan : Tadris Bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul How to Teach English Language Learners

Metro, 5 Juni 2017
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
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PEMERINTAH PROVINSI LAMPUNG
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SURAT KETERANGAN

No : 422 / 368 / III.01 / SMA / 2017

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa:

Nama Mahasiswa : MIFTAHUL MUTMAINNAH
NPM : 13107697
Semester : 8 (delapan)
Jurusan : Pendidikan Bahasa Inggris

Bahwa yang namanya tersebut di atas akan mengadakan Research/Survey pada tahun pelajaran 2016 – 2017 untuk tugas akhir yaitu pembuatan skripsi dengan judul : **"THE INFLUENCE OF RUNNING DICTATION STRATEGY TOWARD STUDENTS' WRITING NARRATIVE TEXT SKILL AT THE ELEVENTH GRADE OF SMAN 1 PUNGGUR CENTRAL LAMPUNG"**.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 03 Juni 2017

An.Kepala SMA Negeri 1 Punggur
Wakil Kepala Sekolah Bidang Humas.



Drs. BEJAN SANTOSO
NIP. 19650609 199803 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-574/In.28/S/OT.01/06/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : MIFTAHUL MUTMAINNAH
NPM : 13107697
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 13107697.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Juni 2017
Kepala Perpustakaan



Drs. Mokhtandi Sudin, M.Pd.
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Miftahul Mutmainnah
NPM : 13107697

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 12-6-17		✓	- Abstract - Capital letter	
			✓	- Appendixes	
					

Mengetahui,
Ketua Jurusan TBI



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Miftahul Mutmainnah
NPM : 13107697

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	11-07-2017			- Revise abstract - table of content - Tenses past tense - Capital letter - dedication page	Mut
2.	17-7-2017	✓		Acc to Munagah	Mut

Mengetahui,
Ketua Jurusan TBI

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Dr. Widhiya Ninsiana, M. Hum
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CURRICULUM VITAE



Miftahul Mutmainnah was born in Metro on May 25, 1995. Ethnically speaking, she comes from Javanese family descent. She is the first daughter of Samsul Hadi and Ririn Setia Rini. She lives in Metro on Ikan Mas Street No. 78 Yosodadi East Metro.

She took her elementary school in SDN 04 Metro Timur and graduated in 2007. After that, she took her education at SMPN 04 Metro and graduated in 2010. Having graduated from junior high school, she continued her study in MAN 1 Lampung Timur and graduated in 2013. After graduating from senior high school, she decided to have lecture in English Education Department in IAIN Metro. She hopes that one day she can continue her study to master of degree.