

**THE EFFECTIVENESS OF RUNNING DICTATION
METHOD TO IMPROVE STUDENTS' WRITING SKILL
AT THE ELEVENTH GRADE OF SMAN 4 PALOPO**

A THESIS

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree of English Education*



**By:
Hidayani
1502020073**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

**THE EFFECTIVENESS OF RUNNING DICTATION
METHOD TO IMPROVE STUDENTS' WRITING SKILL
AT THE ELEVENTH GRADE OF SMAN 4 PALOPO**

A THESIS

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree of English Education*



**By:
Hidayani
1502020073**

Supervised By:

**Dr. Rustan, S.S., M.Hum
Wahibah, S.Ag., M.Hum**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

STATEMENT OF AUTHENTICITY

Who undersigned below :

Name : Hidayani
Reg. Number : 1502020073
Faculty : Education and Teacher Training Faculty
Study program : English Language Education Study Program

Stating exactly that :

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work thought.
2. All part of this thesis is my own work, except the citations whose original source have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 28 November 2025



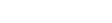
Hidayani

THESIS APPROVAL

This thesis entitled "The Effectiveness off Running Dictation Method To Improve Students' writing Skill At The Eleventh Grade Of SMAN 4 Palopo" written by Hidayani, Registration Number 1502020073, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on tuesday, May 17th 2022 M. coincided with 11 Shawwal 1443 H. it is has been approved by the examiner as requirement to pursue the title of Sarjana Pendidikan (S.Pd).

Palopo, November 28th 2025

BOARD OF EXAMINERS

1. Husnaini, S.Pd.I., M.Pd	Chairwoman ()
2. Prof. Dr. H. Rustan S, M.Hum.	Examiner I ()
3. Wahibah, S.Ag., M.Hum.	Examiner II ()
4. Dr. Masruddin, M.Hum.	Consultant I ()
5. Fadhliah Rahmah Muin, S.Pd.I., M.Pd.	Consultant II ()

Approved by :

On behalf of Rector of IAIN Palopo
The Dean of Education and Teachers



The Head of English Language
Education Study Program



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْمُرْسَلِينَ وَعَلَىٰ اللَّهِ وَصَحْبِهِ أَجْمَعِينَ

Alhamdulillahi Rabbil Alamin, In the name of Allah, the most gracious and merciful. Without blessing and mercy, the researcher would have never been able to start and complete this thesis as one of the requirement for degree of S.Pd at the State Islamic Institute of Palopo on the title ***The Effectiveness of Running Dictation Method to Improve Students' Writing Skill at the Eleventh Grade of SMA N 4 Palopo.*** Peace may be upon to our beloved prophet Muhammad SAW, his family, his companion, and his adherence.

The researcher realizes that this thesis would not have been complete without support, advice, guidance, and comment from many people. Therefore, in this chance, the researcher would like to express special thanks to:

1. Prof. Dr. Abdul Pirol, M.Ag as the rector of IAIN Palopo,
2. Dr. Nurdin K, M.Pd as the dean of Tarbiyah and Teacher Training Faculty,
3. Amaliah Yahya, S.E., M.Hum as the chief of English Language Education Study Program of IAIN Palopo who always gives me support and encourages how to be the good students,
4. Dr. Rustan, S.S., M.Hum as the first consultant who has given me guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this research,

5. Wahibah, S.Ag., M.Hum as the second consultant who has also given me guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this research,
6. All the lecturers of IAIN Palopo. Thanks for their guidance, attention, knowledge, motivation, and kindness,
7. Thanks to the research's parents parents, namely Ishak Ilyas and Rasma Muslimin who have given their love, support, motivation, bless, pray, and strength to finish this research,
8. Thanks to the research's sister sister, Kiki Astria who has given me many helps so that the researcher can finish her education,
9. Thanks to the researcher's friends Kus Aida, Anggun Rismala Dewi, Wirawana Hamka, Nurul Mifta, and Irfan Pallawa who always give support, contribution, help, motivation, and everything to finish this thesis,
10. Thanks to the headmaster and teachers who allowed the researcher to conduct the research at the school and also the students of SMA N 4 Palopo for their kindness and participation as the object of this research especially the seventh grade.
11. Special for everybody who has given the researcher spirit, motivation, support, and encourage to the researcher so that the researcher can finish her study.

Palopo, December 22nd 2021

The Researcher,

Hidayani

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF TABLE	vii
ABSTRACT	viii
CHAPTER I INTRODUCTION	8
A. Background	8
B. Research Question	11
C. Objective of the Research	11
D. Significances of the Research	11
E. Scope of the Research.....	12
F. Definition of Terms	13
CHAPTER II REVIEW OF RELATED LITERATURE	14
A. Previous Studies.....	14
B. Some Pertinent Ideas.....	18
1. Writing.....	18
2. Descriptive Text	22
3. Running Dictation.....	25
4. Writing Assessment	30
CHAPTER III METHOD OF THE RESEARCH.....	33
A. Research Design.....	33
B. Time and Location of the Research.....	34
C. Population and Sample	34

D. Instrument of the Research.....	34
E. Procedure of Collecting Data.....	39
F. Technique of Data Analysis.....	40
CHAPTER IV FINDINGS AND DISCUSSION	41
A. Findings	44
B. Discussion	44
CHAPTER V CONCLUSION AND SUGGESTIONS.....	45
A. Conclusion	45
B. Suggestions	45
BIBLIOGRAPHY	46
APPENDICES	48

LIST OF TABLES

Table 1. Score Classification.....	27
Table 2. Descriptive Analysis of Pre Test and Post Test.....	30
Table 3. The Result of Normality Test.....	31
Table 4. The Homogeneity Test	32

ABSTRACT

Hidayani, 2021. *“The Effectiveness of Running Dictation Method to Improve Students’ Writing Skill at the Eleventh Grade of SMA N 4 Palopo.”* Thesis, English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, supervised by Rustan and Wahibah

This research is concern about the effectiveness of Running Dictation Method to Improve Students’ Writing Skill at the Eleventh Grade of SMA N 4 Palopo. The research question is the use of running dictation method effective to improve students’ writing skill at the eleventh grade of SMA N 4 Palopo”? The objective of the research is to find out the effectiveness of running dictation method to improve students’ writing skill at the eleventh grade of SMA N 4 Palopo. There are six classes of this grade with the total of population are 150 students. The researcher chose one class for the sample of the research. The total numbers of the students were 25 students. The sample was chosen by using purposive sampling technique. The researcher used this technique based on the own consideration. The consideration here by looking at the mean score. She used students that have high mean score in the classroom. The result of this research showed that output of paired sample test the probability was $0.000 < 0.05$. It means that H_0 was rejected. Therefore there was difference score of pre test and post test in this class. In other words running dictation method was effective.

Key Words: Running Dictation Method, Writing Skill

CHAPTER I

INTRODUCTION

A. Background

Writing is important in teaching speaking, reading and listening because the learners can express their ideas, feeling and experiences in certain place, time and situation in written form¹. According to the Zemach and Rumisek the teaching of writing is important because of the reason: the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within the class. The second reason is when the students writes, she or he has a chance to be adventurous with the language. Finally the student becomes involved with the language, with himself or herself and with his or her readers. Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing².

In spite of the fact that writing is required for students, especially for Indonesian students as it belong to four language skills that have to be mastered since elementary school, writing skill is considered difficult assignment. There are many reasons why they considered difficult. A study conducted by Haryani

¹Nurmaningsih, *Developing Students' Writing Skill through Brainstorming*. State College for Islamic Studies. (2010). P 2

²Arisah, *Improving Students' Writing Skill Through Diary at the Eleventh Year of Pondok Pesantren As' SadiyahKecamatan Malangke*, (palopo : 2011).P 5-6

showed that the students writing ability was still poor. They had very poor performance in arranging sentences in logical order and fair in forming a good paragraph structure.

Based on the definition above, it can be concluded that writing is a knowledge it is know what is in the mind and then poured into the form of writing. Knowledge here is not only in the form of words or phrases but also can be images, a combination of ideas and images and everything that is on the mind. Knowledge of a person will became apparent after the pour into the form of oral and written.

Unfortunately, the students' skills in writing are still far from what is being expected. This condition was found in SMAN 4 Palopo, where many students still hardly write a paragraph in English. They cannot write grammatical sentences, spelling, punctuation and some of them still using Indonesian word in their writing because they had low vocabulary that is a major problem. Students also did not use imperative verb in the beginning sentence. It makes students bored and they do not interest in joining the lesson. Those problem arose might be because of teaching method, the materials, the technique, the media or the combination of them. In order to gain students' actively participated in class activities; teachers must be communicative and creative.

In fact, based on the observation above the problems are caused by some factors, such as; first, the implementation of teacher central learning. Students have a little chance to express their opinion because the teacher only speaks all the time. They get knowledge just from teacher's explanation. The students focus

all attention upon the teacher and discourage communication among students. All that they had to do is just listen their teacher and make notes for useful information. The student only receive the knowledge from their teacher, they do not explore the knowledge themselves. Second, students still lack of vocabularies which make them difficult to compose any writing text. The lack of vocabularies can be seen when the teachers ask them in English and they do not even understand. Third, the student lack of interest in English, therefore many students consider it as the hardest subject to learn.

There are many ways to cope the problems that make students unable to write. According to the researcher, the first thing to do is to improve the teaching and learning process. The teacher should motivate the students in writing by giving some suggestion and correction, if they made a good writing. Then the teacher can select and apply the appropriate method and technique in teaching language, which is suitable with the condition of X IPA.

It means that the method of teacher in teaching in the classroom is very important for the students. Not just for improving their skill but also to motivate their spirit. If their spirit is motivated exactly they can improve their skill in English especially in writing skill. Later their problem about writing skill in the classroom can be solved by suitable and good method that has been applied by the teacher. Finally that method can be applied by the students to improve their writing skill. Their teacher also can use that method in teaching writing in another class.

To solve the problem the researcher would like to apply a running dictation method, In fact, the students need something different in learning writing. This method will make easy for students in memorizing vocabulary, listening, speaking and reading besides writing process. When they read they will be easy to remember the paragraph that they will write. This method will make students understand the sentences, memorizing the structure, apply the sentences and write the sentences. So it is not easy to forget the vocabulary.

B. Research Question

Referring the background previously, the problem statement was formulated into a question as follows “Is the use of running dictation method effective to improve students’ writing skill at the eleventh grade of SMA N 4 Palopo”?

C. Objective of the Research

Based on the statement previously either in the background or problem statement exactly this research had the objective of the research. Therefore the objective of this research was to find out the effectiveness of running dictation method to improve students’ writing skill at the eleventh grade of SMA N 4 Palopo.

D. Significances of the Research

The result was beneficial theoretically and practically to the field of teaching.

1. In theoretically, it was expected that the findings of the research gave the knowledge on writing activities and provide us new insights on the importance of writing skill in communication.
2. In practically, this research was expected to be useful for some components, like:
 - a) Teachers, this method can be references for them that running dictation method is effective to improve students' writing skill,
 - b) For students as a guidance to be able to write English accurately, fluently, and comprehensible,
 - c) The next researchers as one of the references in conducting researches on similar or related topic.

E. Scope of the Research

The scope of this research was limited to the building up students' writing skill by using running dictation method. In running dictation the students will be trained to understand the sentences, remember its structure, communicate it, and write the sentences. Running dictation is learning method that stimulates reading, speaking, listening, and writing abilities. Therefore the researcher here will focus on the writing skill. She will focus on descriptive writing.

Descriptive text here is the text that describe about something and it has the purpose to give information to the reader. In other words descriptive text also is one of a text that explains about look, feel, taste, smell, or sound of things. In descriptive text can describe about the object, thing, person, or place

F. Definition of Term

In this research, the researcher formulated the operational definition as follows :

1. Writing

Writing is one of the skills in English and it is very important in teaching speaking, reading and listening because the learners can express their ideas, feeling and experiences.

2. Running dictation

Running dictation is a learning method that make students which activate the students' in finding information on subjet matter by running dictation it to group members.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are some researchers who have conducted previous research aimed to increase students' writing skill.

1. Yolanda (2019) in her research which under the title "The Effect of Running Dictation Method on Students' Writing Ability in Procedure Text (a Study at the Eleventh Grade Students of SMA Negeri 6 Padangsidimpuan)". This research use experimental method by using pre test and post test. The technique of collecting sample by using systematic sampling and the researcher uses observation sheet and giving test for collecting data. Based on the result shows that by using running dictation method there is significant improvement of the students' mean score there from fair become excellent. It is improved from 68,54 become 82,75.³
2. Nurdianingsih and Rahmawati (2018) in their international research which under the title "Running Dictation as an Effective Technique on the Teaching Writing Skill". This research uses experimental research. The technique of collecting data by using writing test to measure students' achievement. Based on the result can be understood that running dictation can give more spirit and motivation for

³ Yolanda (2019). The Effect of Running Dictation Method on Students' Writing Ability in Procedure Text (a Study at the Eleventh Grade Students of SMA Negeri 6 Padangsidimpuan). Vol. 2 No. 3. ISSN 2620-5599. *Jurnal Liner. Institut Pendidikan Tapanuli Selatan.*

the students so that they can improve their writing skill. In other words this technique can also give positive effect for them especially for their writing skill.⁴

3. Zulraudah, et.all (2014) in their research which under the title “Teaching Writing by Using Running Dictation Activity for Elementary School Students”. Based on the result can be seen that running dictation method presents with good and happy concept. Students do not just sit and attention on their teacher explanation but also join actively in all activity in the process of running dictation method. Therefore this method is very useful for them.⁵
4. Nuralisah (2017) in her research which under the title “The Influence of Running Dictation Technique towards Students’ Descriptive Text Writing Ability at the First Semester of the Eighth Grade of SMP Negeri 1 West Kota Agung in the Academic Year 2017/2018”. This research uses quasi experimental design. This research also uses cluster random sampling technique as technique of collecting sample. Based on the result can be understood that there is significant influence of using running dictation technique towards students’ descriptive text writing ability at the first semester of the eighth grade of SMP Negeri 1 West Kota Agung. In other words this technique is very effective for students there.⁶

⁴ Nurdianingsih and Rahmawati (2018). Running Dictation as an Effective Technique on the Teaching Writing Skill. *2nd Language and Literature International Conference (Ellic). Proceedings (Ellic Proceedings Vol. 2, 2018). Electronic ISSN : 2579-7263 CD Room ISSN : 2579-7549*

⁵ Zulraudah, et.all (2014). Teaching Writing by Using Running Dictation Activity for Elementary School Students. *JELT. Vol. 3. Serie A. ISSN:2302-3198*

⁶ Nuralisah (2017). The Influence of Running Dictation Technique towards Students’ Descriptive Text Writing Ability at the First Semester of the Eighth Grade of SMP Negeri 1 West Kota Agung in the Academic Year 2017/2018. *Unpublished Thesis*.

5. Astutik (2018) in her research which under the title “Improving Students’ Ability of Narrative Text through Running Dictation Technique”. This research uses classroom action research through some cycles. Based on the significant improvement for their writing skill. It is improved from their mean score from 66 becomes 80. Beside that through running dictation technique make them confident to produce ideas so that they can make composition well especially in making narrative text.⁷
6. Mutamainnah (2017) in her research which under the title “The Influence of Running Dictation Strategy towards Students’ Writing Narrative Text Skill at the Eleventh Grade of SMA Negeri 1 Punggur Central Lampung”. This research is quantitative research and use test and documentation to collect the data. Based on the result can be understood that there are positive and significant influence of using running dictation strategy towards students’ writing narrative text skill there. This thing can be seen from the significant improvement of their score.⁸
7. Mentari (2018) in her research which under the title “The Use of Running Dictation Technique to Improve Students’ Writing in Descriptive Text at MTS Amin Darussalam”. This research is qualitative and quantitative data. The subject of this research is 40 students. Based on the result can be understood that there is significant improvement for students’ writing in descriptive text. This

⁷ Astutik (2018). Improving Students’ Ability of Narrative Text through Running Dictation Technique. *Unpublished Thesis*.

⁸ Mutamainnah (2017). The Influence of Running Dictation Strategy towards Students’ Writing Narrative Text Skill at the Eleventh Grade of SMA Negeri 1 Punggur Central Lampung. *Unpublished Thesis*.

thing can be seen from the improvement of mean score. From pres test is 54 and post test improve become 67 and 76 for the second post test.⁹

From the researches previously can be understood that the similarity between this research and previous studies above is the using of running dictation method to improve students writing skill. While the differences is the location of the research. The previous studies above was conducted another place and this research was conducted at SMA N 4 Palopo.

Based on some researches above can be understood that running dictation method is effective to improve students' writing skill. This method is effective for them. It can be seen from the result that shows there many significant improvement of students' writing skill. Based on the condition above the researcher also same is interested to improve students' writing skill by using also running dictation method but in descriptive text. She believes that this method is effective also to improve students' writing skill. Therefore she wants to research about The Effectiveness of Running Dictation Method to Improve Students' Writing Skill at the Eleventh Grade of SMA N 4 Palopo

B. Some Pertinent Ideas

1. Writing

a) Definition of Writing

⁹ Mentari (2018). The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text at MTS Amin Darussalam. *Unpublished Thesis*.

According Boardman (2002) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word. Pardiyono (2013) state that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen¹⁰.

Meyers (2005) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper or on a computer screen. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them¹¹.

Boardman and Freedenberg thousand years ago people started to communicate their messages through writing¹². They wrote symbols on a cave wall to deliver their messages. Then 3500 years ago, people began to use alphabet. Hence, a question arose, what is writing? Many experts give the definition of writing. Meyers stated that the word writing comes from a verb. It means that writing is an activity a process. Meyers explains that writing is a way to produce a language, which we do naturally when we speak. This idea is supported by Harmer. Harmer categorized writing as a

¹⁰ Pardiyono (2013). 12 *Writing Clues for Better Writing Competence* ([t.t] : Andi), p. 1

¹¹ Meyers, Alan (2005) *Gateway to Academic Writing* (New York: Pearson), p.1.

¹² Alan Meyers, *Gateway to Academic Writing* (New York: Pearson, 2005), p.1.

productive skill. He says that writing is the way people say what they want to say using the selected words from language store¹³.

Furthermore, Taylor (2009:96) states that the usual function of an introduction in academic writing is to tell the reader what issue is being raised and what justifies the writer in raising it. In other word, writing is part of media to give information that happened to the reader¹⁴.

Based on definition above, the researcher concludes that writing is one of the ways to give information to the readers. Having writing skill is useful for human to make good and smooth communication. In writing, a writer has to consider number of aspect such as spelling, vocabulary, mechanics, grammar, and organization of ideas. Besides that writing also one of way to express what is in our mind into a media such as paper, computer, and others that can interpret by their selves and the reader. Thus, writing is one of the productive skills in English.

b) The importance of writing

Most people never consider the complexity and difficulty of the writing process. In fact, relative to all other academic activities, writing requires more basic skills than perhaps any other. Even during their earliest

¹³ Minarsih, *Improving Students' Writing Skill by Using Portfolio Assessment Method at the SMKN 2 Palopo*. State college for Islamic Studies (2019).P 11

¹⁴ Zulfiani, *Improving Students' Reading Comprehension on Narrative Text through Story Mapping* State college for Islamic Studies (STAIN Palopo) (2016),p.9

handwriting exercises, children must combine complex physical and cognitive processes to render letters precisely and fluidly.

As writing tasks become more difficult, students must call on an increasingly wide range of skills to not only write legibly, logically, and in an organized way but also to invoke rules of grammar and syntax¹⁵. This combination of requirements makes writing the most complex and difficult use of language. It is probably no accident that many adults have chosen jobs that limit the amount of writing they have to do. Unfortunately, children have no such luxury. From first grade on, they write nearly every day and they are asked to do more with this skill than with any other except reading. And as children progress through school, writing requirements from homework assignments and class work to note taking and tests increase across the curriculum. Even newer high-stakes tests are moving towards requiring more answers in the form of short paragraphs and essays. Like all learning problems, a writing disability can be devastating to a child's education and self-esteem and can dramatically limit what that child can achieve later in life. School requirements demand a high level of writing proficiency, and a child who struggles with an unrecognized writing disability will find it increasingly difficult to express his knowledge on many subjects, as the writing process itself will stand firmly in the way of learning.

¹⁵ Dzaky Mubarak, *Improving Students' Writing Skill of Narrative Text Through Digitologs*, Universitas Yogyakarta (2015),p.20

People recognize more and more the importance of writing. In relation to this, Edelstein express that in all subject in our life or in all professions, the ability to write or express oneself clearly is an essential basic for success. Adel Stein said “as soon as you move one step up from bottom. Your effectiveness depend on your ability to reach other through the spoken or written language”. The usefulness of writing express as follows:

- 1) Writing is a tool for discovery. We simulate our thought process by unconscious mind,
- 2) Writing generates new ideas by helping to make connection and see the relationship with other aspect,
- 3) Writing help us to absorbs and process in information,
- 4) Writing enables us to solve problem into written form we can examine and manipulate them¹⁶.

Based on the some explanation from researchers above can be understood that writing skill especially for the students is very important. This thing can be like that because if they can write in English well it means that they have mastered one of the skills in English. It can be good modal for them to master another skill in English like speaking, reading, and listening.

2. Descriptive Text

¹⁶ Luh Sridanti, *Improving Students' Writing Skill Through Guided Writing*. Universitas Denpasar (2014), p.23

a. Definition of Descriptive Text

Descriptive text is kind of text that describe about something and it has the purpose to give information to the reader. According to Oshima and Hogue (2007) “Descriptive writing appeals to the senses, so it tells how something looks, feels, smell, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind”.¹⁶

In addition, according to Wishon and Burke (1980) explain that description give sense impressions - the feel, sound, taste, smell, and look of things. Emotion may be described too – feelings such as happiness, fears, loneliness, gloom and joy. Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

From the definition above can be conclude that descriptive text is one of a text that explains about look, feel, taste, smell, or sound of things. In descriptive text can describe about the object, thing, person, or place.

b. The Generic Structure of Descriptive Text

According to Gerot and Wignell (1995) in Umu Kalsum (2016), the generic structure and language features of descriptive text are as follow:

- 1) Identification: identifies the phenomenon to be described,
- 2) Description: describes features in order of parts, qualities, and characteristics.
- 3) The language features of descriptive text

- a) Use of simple present tense,
- b) Frequent use of epithets and classifiers in nominal groups,
- c) Use of linking verbs or relating verbs for the identification and showing qualities,
- d) Use of attributive verbs to give detailed description of the object's features,
- e) Use of action verbs related to the topic, especially when describing behaviors or personalities (for person).

c. Kinds of Descriptive Text

Descriptive text is a text to describe something. Such as people/persons, place and things. So, it normally takes on tree forms, they are19:

1) Description of People

People are different, and writing description of people is different. You are probably already aware of some of the complication because you have often been asked, “what’s so and like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let’s examine each.

2) Description of place

In describing a place for example a room, what should you describe first? The walls? The floor? Unlike a chronologically developed

paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And arrangements of the details in your description depend on your subject and purpose.

3) Description of things

To write a description about something, the writer concrete details good imagination about the things that will be described. Besides that, to make our subjects as interesting and as vivid to our readers as they are to us, using proper noun and effective verbs.

4) Using proper noun

To filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper noun, which as we know, are the name of particular persons, places, and things. For example; Arizona University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

5) Using effective verb

We know how important verb are to narration, but effective verb can also add much to a piece of description. Writers used verb to make

description more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the side of the cliffs” is more specific than “ the wind had made deep grooves.” The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does.

3. Running Dictation

a. Definition of Running Dictation

Running dictation is one type of dictation in which students must be responsible for the part of the story they get or accept. This activity should be done in groups where when the first person has listened to the teacher’s story, they immediately move on to the second person and retell the story. This will continue until the last group member. Thus activity is carried out continuously with fragments of different paragraphs until the story is completed. After all the paragraphs have been dictated, each group rewrites the story. Stories that have been written can then be displayed/posted on the board to be compared with other groups.

Milne (2014:1) said that dictation as a tool for a language learning has been around for very long time. Milne said that he sure that many of you remember doing traditonal dictation in class. Running Dictation, however, is a well-established ESL/EFL activity which is somewhat different from the teacher-fronted model that you may have in mind, and far more

engaging. Before going on to describe the basic procedure and some variations on it let's look briefly at reasons for adding it to your teaching.

Another guided writing test is dictation. Most teacher knows about this technique, but few handle it properly. Actually, this is one of the easier tests to use, and it gives very good information on the student's language ability. But this is true only if you prepare it right, present it right, and score it right. You can get good result from a dictation if you follow the steps listed below, Madsen (1983:112) .

Running Dictation is a multi skill task involving listening, speaking, reading, and writing. It is easily to prepare and practice. Below are the pictures of steps of doing running dictation.

- 1) Putting some copies of text on the wall, whiteboard or blackboard which are available in the classroom,
- 2) Students are divided into some groups. It depends on how many students in the classroom are. For example, if the students are about 40, so there will be eight groups which each group consists of five persons. But, if the students are less than 40, there should be less than eight groups which each groups still consists of five persons. It will be interesting too if each groups consists of more or less five persons. Therefore, the sum of groups and members of each group depend on how many students are in the class,
- 3) Each student in a group will be a writer and the others will be runners,

4) First runner has to run and read the copy of the text on the wall. He has to remember what he has read. If he has remembered what he has read, he comes back to his group and tells to the writer about what he read. The writer must write it correctly,

5) The second takes turn to do the same activity that first runner has done before. The other runners also do it. After all of groups have finished, each student of groups takes the original text and do correction about their working.

Based on some explanation from the experts above can be understood that running dictation is the activity that make the students are active. Activity here is they see and memorize what they have been seen and then they have to write it correctly.

b. Concept of Dictation

Dictation is an activity to write down something that someone says or reads out as it is said or immadiately after it is said. Jain adds that dictation is a good training to ear an as well as motor training to the students¹⁷.

Dictation is an activity that helps learners develop phonological awareness and phonics skill, listening skill, and writing skill¹⁸. It means that, dictation as a good activity for the teaching learning process, especially in writing.

¹⁷ M.F Patel and Praveen M. Jain,(2008), *Enghlis Language Teaching*, Jaipur: Sunrise Publisher and Distributor, p.131-132

¹⁸ Wan Chai,(2011), *Using Dictation to Develop Pupil' Listening and Writing Skill*, Hongkomg: The English Language Education Section of Curriculum Development Institute Education Bureau,p.6

For the students, dictation can be improved their skill such as listening and writing, because dictation is an activity to write down after someone says or read something.

c. Procedures of Running Dictation

According Haemata (2010) divided the procedure to use running dictation into seven stages, there are :

- 1) This is a group activity,
- 2) Work in small group for pairs. One the group the 'writer'. Others of you are the 'runner',
- 3) On the walls there is a piece of text. When I say start, one of your runners goes up to your sheet of paper and tries to memorize as much of the text as possible, before going back to the group and dictating the text to writer,
- 4) Try to memorize the punctuation too. You may not read the text aloud from the wall, or write it down,
- 5) When the writer has finished writing that sentence (or the part of the text that you could remember), another runner from the group runs to the text, and reads and remember the next chunk of the text to bring back to the writer,
- 6) Once the whole text has been dictated, your group should discuss and compose a final version of the text. Check the accuracy of grammar, spelling and punctuation,
- 7) The winners will be first group finished or the most accurate.

d. Advantages for running dictation

According Madsen (1983-117) state that there are many advantages to use running dictation.

- 1) It can measure general proficiency in English, including many of the integrative skill use in writing,
- 2) It is easy to prepare,
- 3) It can be scored with good consistency,
- 4) It is much harder to cheat on than multiple-choice, completion, or close tests.

According to Patel in Jain, there are many advantages of dictation¹⁹:

- 1) It trains students to reproduce in writing what they listen,
- 2) It gives good aural practice to the student. It develops the habit of listening attentively to students,
- 3) It enables students to understand the part of each sentence and word phrases,
- 4) It enables students to understand to write a good reasonably speed,
- 5) It enables students to understand spelling and punctuation,
- 6) It enables students to write to use capital letters,
- 7) It enables students to develop the habit of listening spoken language and getting used to the sound of the system of the English language,

¹⁹ M.F Patel and Praveen M. Jain, Op. Cit,p. 132

8) It shows that dictation is not only a good activity in teaching learning but also have many advantages to use this technique in the teaching Learning process.

e. Disadvantages for running dictation

According Madsen (1983-117) state that there are many disadvantages for running dictation.

- 1) It is difficult to use for diagnostic purposes. It combine listening and writing,
- 2) It is not usually helpful in measuring short-term progress,
- 3) It is not as easy to correct as multiple-choice, completion, or else test²⁰

4. Writing Assessment

Assessment of writing occurs for different purpose, sometimes a teacher assess in order to decide what the student has achieve and what he or she still needs to learn. Composition is still widely used as a means of reassuring the writing skill. The value of practice in continuous or extended writing cannot be stressed too greatly. A student's ability to organize ideas and express them in his/her own words is essential skill for real-life communication. Thus, composition can be used to provide not only high motivation for writing but also an excellent backlash effect on teaching, provided that the teacher does not anticipate at too early a stage the complex

²⁰Eka Widi Riyanti. *The Use of Running Dictation Game and Rapid Writing Strategies to Improve the Students' Writing Skill of the Eighth Grade Students of MTSN Susukan in the Academic Year of 2016/2017.*

skills required for such a task. Moreover, if a more reliable means of scoring the composition can be used, sampling a student's writing skill in this way will appear a far more valid test than any number of objectives tests of grammar.

Heaton (1975:136) state that in the construction of class test, it is important for the test writer to find out how composition is tested in the first language. In the composition test, the student should be presented with clearly defined problem which motivates them to write. With the emphasis on communicate testing, there is tendency for test writers to set task asking the students to write notes and letters in their own role. Task requiring the student to act the part of another person are often avoided as it is felt they are less realistic and communicative. It is useful to provide the student not only details about a specific situation but also with details about the particular person they are supposed to be and the people about whom they are writing.

The minimum criteria of the candidate's performance according to Heaton are as follows:

- a. Basic level: no confusing errors of grammar or vocabulary, a piece of writing legible and readily intelligible; able to produce simple unsophisticated sentences,
- b. Intermediate level: accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication; handwriting generally legible; expression clear and appropriate, using a fair of language; able to link themes and points coherently,

c. Advanced level: extremely high standards of grammar, vocabulary and spelling; easy legible handwriting; no obvious limitation on range of language candidate is able to use accurately and appropriately; ability to produce organized, coherent writing displaying considerable sophistication²¹.

Based on the explanation previously can be understood that writing assessment is very important in improving students' writing skill. From this thing the students can know about the process before starting to write. There are many components in writing assessment for example finding the topic, writing the title, writing the main idea, writing the supporting idea, and writing all of the content of writing.

After finishing the writing, it is very important to make the proofreading into the expert so that he or she can make the revision about the writing. After that the writer can correct his or her writing based on the expert's suggestions.

CHAPTER III

METHOD OF THE RESEARCH

A. *Research Design*

²¹ Febriani Eka. *Improving Students' Skill in Writing Procedure Text by Using Picture Series*, Universits Yogyakarta (2014), p.28

This research applied pre experimental design with kinds of pre test and post test one group design. This research was conducted at Senior High School Number 4 Palopo. This research was given just on one group without comparison group. It aims to know effectiveness of running dictation method in improving students' writing skill.

This is the rule of Pre Experiment One Group Pres test and Post test design

O1	X	O2
----	---	----

The first thing that was conducted by the researcher by giving the test before applying the treatment or method. This test can be called pre test. The aim of the test here is to know the students' prior knowledge and then find out their problem about their material. After finding the problem she gave the treatment or method. This method here is running dictation method. After applying the method she gave the test again. The test is post test. Based on the test both of them can be known the result of their skill. After that she compared based on the result between pre test and post test.

B. Time and Location of the Research

This research was conducted on October 2021. The location of this research is at Senior High School Number 4 Palopo.

C. Population and Sample

1. Population

The population of this research was the Eleventh Grade of Senior High School Number 4 Palopo. There are six classes of this grade with the total of population are 150 students.

2. Sample

The researcher chose one class for the sample of the research. The total numbers of the students are 25 students. The sample was chosen by using purposive sampling technique. The researcher used this technique based on the own consideration. The consideration here by looking their mean score. She used students that have high mean score in the classroom. The most important part she applied this technique because their high mean score can be vice all of the students.

D. Instrument of the Research

In collecting the data, the researcher used writing test as an instrument of the research.

1. Pre test
 - a) The students was given the test with the topic “beach”,
 - b) The students made good writing by using the topic above,
 - c) The students collected the test after finishing it.
2. Treatment. This treatment was given by the researcher in six times into the students. These are the steps of the method, like:

a) Meeting 1

- 1) The researcher divided the students into some groups,
- 2) The researcher explained how to make good writing by using running dictation method, like by looking the sentence in the text one by one. They have to pay attention on the main idea, supporting idea and punctuation. After that they have to tell to their friends about it,
- 3) In group activities there are some of them in one group as the writer and as the runner,
- 4) The researcher provided the text with the topic “My English teacher”,
- 5) In group activities if the researcher says “go” the runner run and then read the text and then back to the writer and say what that have been looked by him or her to the writer. The writer has to write based on the runner’s words,
- 6) This activities run until the researcher find out the winner,
- 7) The winner here was the first group finished or the most accurate.

b) Meeting 2

- 1) The researcher divided the students into some groups,
- 2) The researcher explained how to make good writing by using running dictation method, like by looking the sentence in the text one by one. They have to pay attention on the main idea, supporting idea and punctuation. After that they have to tell to their friends about it,
- 3) In group activities there are some of them in one group as the writer and as the runner,

- 4) The researcher provided the text with the topic “My Father”,
- 5) In group activities if the researcher says “go” the runner run and then read the text and then back to the writer and say what that have been looked by him or her to the writer. The writer has to write based on the runner’s words,

- 6) This activities run until the researcher find out the winner,
- 7) The winner here was the first group finished or the most accurate

c) Meeting 3

- 1) The researcher divided the students into some groups,
- 2) The researcher explained how to make good writing by using running dictation method, like by looking the sentence in the text one by one.

They have to pay attention on the main idea, supporting idea and punctuation. After that they have to tell to their friends about it,

- 3) In group activities there are some of them in one group as the writer and as the runner,

- 4) The researcher provided the text with the topic “My Mother”,
- 5) In group activities if the researcher says “go” the runner run and then read the text and then back to the writer and say what that have been looked by him or her to the writer. The writer has to write based on the runner’s words,

- 6) This activities run until the researcher find out the winner,
- 7) The winner here was the first group finished or the most accurate

d) Meeting 4

- 1) The researcher divided the students into some groups,
- 2) The researcher explained how to make good writing by using running dictation method, like by looking the sentence in the text one by one. They have to pay attention on the main idea, supporting idea and punctuation. After that they have to tell to their friends about it,
- 3) In group activities there are some of them in one group as the writer and as the runner,
- 4) The researcher provided the text with the topic “My Hometown”,
- 5) In group activities if the researcher says “go” the runner run and then read the text and then back to the writer and say what that have been looked by him or her to the writer. The writer has to write based on the runner’s words,
- 6) This activities run until the researcher find out the winner,
- 7) The winner here was the first group finished or the most accurate

e) Meeting 5

- 1) The researcher divided the students into some groups,
- 2) The researcher explained how to make good writing by using running dictation method, like by looking the sentence in the text one by one. They have to pay attention on the main idea, supporting idea and punctuation. After that they have to tell to their friends about it,
- 3) In group activities there are some of them in one group as the writer and as the runner,
- 4) The researcher provided the text with the topic “Bromo Mountain”,

5) In group activities if the researcher says “go” the runner run and then read the text and then back to the writer and say what that have been looked by him or her to the writer. The writer has to write based on the runner’s words,

6) This activities run until the researcher find out the winner,

7) The winner here was the first group finished or the most accurate

f) Meeting 6

1) The researcher divided the students into some groups,

2) The researcher explained how to make good writing by using running dictation method, like by looking the sentence in the text one by one.

They have to pay attention on the main idea, supporting idea and punctuation. After that they have to tell to their friends about it,

3) In group activities there are some of them in one group as the writer and as the runner,

4) The researcher provided the text with the topic “Jodoh River”,

5) In group activities if the researcher says “go” the runner run and then read the text and then back to the writer and say what that have been looked by him or her to the writer. The writer has to write based on the runner’s words,

6) This activities run until the researcher find out the winner,

7) The winner here was the first group finished or the most accurate

3. Post test

a) The students was given the test with the topic “My school”,

- b) The students made good writing by using the topic above,
- c) The students collected the test after finishing it.

E. Procedure of Collecting Data

1. The students was divided into some groups,
2. There are some descriptive text that was showed by the researcher,
3. Every student in the group was asked to come forward as the runner one by one to read the text and then they have to understand the content and the material of the text. After that they have to back to their group and then tell everything about the text into the writer,
4. In their group as the writer they have to write based on the runner's words,
5. After that the researcher saw the result of their writing skill,
6. The result of students here is their individual project.

F. Technique of Data Analysis

To calculate the mean score of students' score test by using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = The mean score

Σx = The total raw score

N = The number of students

To understand of the effectiveness of this method there is classification of students' score. For the classification does not show below average it means that the method is effective for them. This is the level of the students' score; we can use the following classification:

No.	Classification	Score
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Average	66-75
5.	Fair	56-65
6.	Poor	36-55
7.	Very poor	0-35

Source: Depdikbud (2005)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

These findings consist of descriptive analysis of pre test and post test, normality test, homogeneity and t test value.

1. This was descriptive analysis of pre test and post test

Descriptive

			Statistic	Std. Error
Pre Test	Mean		59.08	.831
	95% Confidence Interval	Lower Bound	57.37	
	for Mean	Upper Bound	60.79	
	5% Trimmed Mean		59.23	
	Median		60.00	
	Variance		17.243	
	Std. Deviation		4.153	
	Minimum		50	
	Maximum		65	
	Range		15	
	Interquartile Range		6	
	Skewness		-.396	.464
Post Test	Kurtosis		-.430	.902
	Mean		75.32	1.690
	95% Confidence Interval	Lower Bound	71.83	
	for Mean	Upper Bound	78.81	
	5% Trimmed Mean		75.37	
	Median		77.00	
	Variance		71.393	
	Std. Deviation		8.449	
	Minimum		60	
	Maximum		90	
	Range		30	
	Interquartile Range		12	

2. This was the result of normality test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.148	25	.167	.956	25	.343
Post Test	.104	25	.200*	.968	25	.597

H0 : Normal data

H1 : Not normal data

Criteria:

a. H0 is rejected if significant (Sig.) < 0.05 it means that sample distribution is not normal.

b. H0 is accepted if significant (Sig.) > 0.05 it means that sample distribution is normal

3. This was the homogeneity test, like:

Test of Homogeneity of Variances

Value			
Levene Statistic	df1	df2	Sig.
12.127	1	48	.001

H0 : Data has same variant (homogen)

H1 : Data has not same variant (heterogen)

Kriteria:

a. If probability (sig.) > 0.05 it means that H0 is accepted

b. If probability (sig.) < 0.05 it means that H0 is rejected

4. T test Value

The result of mean score in T test value

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	59.08	25	4.153	.831
	Post Test	75.32	25	8.449	1.690

Paired Samples Test							t	df	Sig. (2-tailed)			
Paired Differences				95% Confidence Interval of the Difference								
	Mean	Std. Deviation	Std. Error	Mean	Lower	Upper						
Pair 1	Pre Test	-16.240	11.591	2.318	-21.025	-11.455	-7.005	24	.000			
	Post Test											

Hypothesis

H0 : There is no difference the man score of pre test and post test

H1 : There is difference the man score of pre test and post test

The criteria of taking decision

- a. If probability (sig.) > 0.05 it means that H0 is accepted
- b. If probability (sig.) < 0.05 , it means that H0 is rejected

B. Discussion

Based on the explanation from the findings above can be understood that for the normality test by using Kolgomorov-Smirnov from the test especially in the pre test can be seen that Sig. 0.167 > 0.05 it means that variable data distribution was normal. While for variable data in the post test Sig. 0.200 > 0.05

it means that variable data distribution also was normal. In the next part still for normality test by using Shapiro - Wilk can be seen especially in the pre test can be seen $\text{Sig. } 0.343 > 0.05$ it means that variable data distribution was normal. While in the post test $\text{Sig. } 0.597 > 0.05$ it means that variable data distribution was normal.

The researcher used the theory from Kolmogorov-Smirnov and Shapiro-Wilk because both of them are the expert of analyzing the data in research. Beside that the researcher used the application of SPSS 22 so that can be gotten the real result.

For the table test of Homogeneity of Variances was gotten probability score (sig.) $0.001 < 0.05$ it means that variant sample data was not homogeneity. The last from output of paired samples test can be seen the probability namely $0.000 < 0.05$ it means that H_0 was rejected. Based on this thing can be understood that there was difference the mean score in the pre test and post test.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion the researcher concluded that from output of paired sample test can be understood that the probability was $0.000 < 0.05$. It means that H_0 was rejected. Therefore there was difference score of pre

test and post test in this class. By looking this situation it means that running dictation method was effective in improving students' writing skill. This thing can be like that because the mean score also had been improved from pre test into post test.

B. Suggestions

Based on the result of this research and conclusion above, the researcher gave some suggestions, namely:

1. In teaching English skill especially writing skill the teachers have to apply good method,
2. The teachers here are very important to make observation about the students' condition before applying the learning method. One learning method can be applied by looking the students' condition.

BIBLIOGRAPHY

Alan Mayers, . (2005). *Gateway to Academic Writing*. Mew York, United State Of America: Pearson.

Astutik (2018). Improving Students' Ability of Narrative Text through Running Dictation Technique. *Unpublished Thesis*.

Arisah. (2011). Improving Students' Writing Skill through Diary at the Eleventh Year of Pondok Pesantren As' Sadiyah Kecamatan Malangke. 56.

Chai, W. (2011, December). Using Dictation to Develop Pupil' Listening And Writing Skill. 6.

Eka Widi Riyanti. (2017, December). The Use of Running Dictation Game and rapid Writing Strategies to Improve the Students' Writing Skill of the Eighth Grade Students of MTSN Susukan in the Academic Year 2016/2017.

Febriani Eka. (2014, December). Improving Students' Skill in Writing Procedure Text by Using Picture Series. 28.

Fitria Siti Utami, A. Dahlan Rais, Endang Setyaningsih. (2017). Improving Students' Writing Skill Using a Four Phase Technique.

Luh Sridanti. (2014, December). Improving Students' Writing Skill through Giuded Writing . 23.

M.F Patel and Praveen M. Jain. (2008). *English Language Teaching*. New York, United State of America: Jaipur Sunrise Publisher and Distributor.

Minarsih. (2016, April). Improving Students' Skill by Using Portofolio Assessment Method at the SMK N 2 Palopo. 9.

Mubarak Dzaky. (2015, December). Improving Students' Writing Skill of Narrative text through Digitologs. 20.

Muhammad Arief Muhsin. (2017). Improving Students' Writing Skill of Recount Text by Applying Transition Action Details (TAD) Strategy. *Indonesian Journal of English Education* , 4 (2), 156.

Mutamainnah (2017). The Influence of Running Dictation Strategy towards Students' Writing Narrative Text Skill at the Eleventh Grade of SMA Negeri 1 Punggur Central Lampung. *Unpublished Thesis*.

Mentari (2018). The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text at MTS Amin Darussalam. *Unpublished Thesis*.

Nualisah (2017). The Influence of Running Dictation Technique towards Students' Descriptive Text Writing Ability at the First Semester of the Eighth Grade of SMP Negeri 1 West Kota Agung in the Academic Year 2017/2018. *Unpublished Thesis*

Nurfiryalianti, Jamiluddin, Hastini. (2014). Improving Writing Skill by Using Free Writing Technique. *Journal of Englsih Language Teaching Society* , 2 (3), 1.

Nurmaningsih. (2010, November). Developing Students' Writing Skill through Brainstorming . 2.

Nurdianingsih and Rahmawati (2018). Running Dictation as an Effective Technique on the Teaching Writing Skill. *2nd Language and Literature International Conference (Ellic). Proceedings (Ellic Proceedings Vol. 2, 2018). Electronic ISSN : 2579-7263 CD Room ISSN : 2579-7549*)

Pardiyono. (2013). *12 Writing Clues for Better Writing Competence*. Jakarta, DKI Jakarta, Indonesia: Diva Press.

Rizal Fahmi. (2016, December). Students' Writing Competence in Writing Daily Journal.

Sianna and Syawal. (2017). The Implementation of Poew in Teaching Writing . *International Journal of English Education , 1* (1), 51.

Yolanda (2019). The Effect of Running Dictation Method on Students' Writing Ability in Procedure Text (a Study at the Eleventh Grade Students of SMA Negeri 6 Padangsidimpuan). *Vol. 2 No. 3. ISSN 2620-5599. Jurnal Liner. Institut Pendidikan Tapanuli Selatan*.

Zulfiani. (2016, December). Improving Students' Writing Reading Comperehension on Narrative Text through Story Mapping State College for Islamic Studies. 9.

Zulraudah, et.all (2014). Teaching Writing by Using Running Dictation Activity for Elementary School Students. *JELT. Vol. 3. Serie A*

APPENDICES



The researcher made preparation before conducting research



The students did writing assessment after doing the method



The researcher observed about students' result



The students collected their writing skill to the researcher