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TECHNIQUE**

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IMPROVING STUDENTS' WRITING ABILITY OF NARRATIVE TEXT THROUGH RUNNING DICTATION TECHNIQUE

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Abstract

Writing is one of four English Skills besides listening, speaking, and reading. Writing is about expressing the ideas into sentences or paragraph. However, it needs ability to express the ideas. Writing tends to be a difficult subject for most of Indonesian students. This problem was also faced by class X Social 4 students of SMA Negeri 1 Baureno. The students' writing achievement was categorized as poor. To reduce the anxiety, it is necessary that the researcher use an entertaining and fun activities, one of which is Running Dictation Technique. This study aims to find out how Running Dictation Technique can improve students' writing ability of narrative text and to find out how students writing ability of narrative text after the implementation of Running Dictation Technique. By using classroom action research, the researchers get the data from interviewing the English teacher, tests and questionnaires that shared to the students. Before conducting Running Dictation Technique, the mean of students' score in pre-assessment test just 66.4705. After being treated by using Running Dictation Technique students' score in writing skill goes up to 80.1470. The implication of this research gives significant improvement in teaching learning process by using running dictation technique, the students became confident in expressing their ideas when wrote English text.

Keywords: running dictation, writing, narrative text

Abstrak

Menulis adalah salah satu dari empat keterampilan dalam berbahasa Inggris selain mendengarkan, berbicara dan membaca. Menulis adalah tentang mengekspresikan ide seseorang kedalam sebuah kalimat atau paragraf. Oleh karena itu, membutuhkan kemampuan untuk mengekspresikan ide tersebut. Menulis menjadi sebuah hal yang sangat sulit untuk kebanyakan siswa di Indonesia. Pencapaian hasil menulis siswa dapat dikategorikan sebagai pencapaian yang buruk. Untuk mengurangi kegelisahan, peneliti perlu menggunakan aktivitas yang menghibur dan menarik perhatian siswa, salah satunya adalah teknik *running dictation*. Pembelajaran ini bertujuan untuk untuk mengetahui bagaimana teknik *running dictation* dapat mengembangkan keterampilan menulis siswa pada teks naratif dan untuk mengetahui bagaimana kemampuan menulis siswa setelah diterapkannya teknik *running dictation*. Dengan menggunakan penelitian tindak kelas, peneliti memperoleh data dari wawancara yang dilakukan dengan guru Bahasa Inggris, tes dan angket yang disebar ke siswa. Sebelum mengadakan teknik *running dictation*, perolehan rata-rata nilai siswa pada *pre-assessment test* adalah 66.4705. Setelah dilakuka teknik *running dictation* rata-rata perolehan nilai siswa naik menjadi 80.1470. Implikasi dari penelitian ini membawa perkembangan yang sangat signifikan pada proses pembelajaran dengan diterapkannya teknik *running dictation*, siswa menjadi percaya diri saat mengekspresikan ide ketika menulis teks berbahasa Inggris.

Kata Kunci: *running dictation*, menulis, teks naratif

INTRODUCTION

Writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times for it. It is not true, because good at writing can help them study other skills in English more effectively. Besides, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill. For example, students study writing skill from low to high, from basic to advance.

Writing is one of four English Skills besides listening, speaking, and reading. Writing is about expressing the ideas into sentences or paragraph. However, it needs ability to express the ideas. In writing the ideas, the students need sentence patterns, such as simple present tense, simple past tense, passive voice, and also must use correct punctuation, such as using capital letter in the first sentence then using full stop in the end of sentence, using commas when mention much kind of things, etc.

Boardman and Frydenberg (2002: 11) says, "Writing is a continuous process of thinking and organizing, rethinking, and recognizing." The process of thinking and organizing includes three activities, such as thinking, planning, and writing a draft. Rethinking includes activity of thinking and rewriting. While at the process of recognizing have the same activity as the process of rethinking. Those all activities can be done repeatedly until the students satisfied.

Boardman and Frydenberg (2002: 12-30) also says that good writers go through six basic steps. The six steps are assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft. Each step can be repeated as many time as necessary. That is why writing might be considered as the most difficult skill for the students in every grade because there are

many steps in writing process and students have to find their ideas to start their product; think what to write, how to elaborate, then arrange the ideas into some phrases to become a good writing project.

Cimcoz (1999: 1) states that students have not been taught to make their ideas flow on paper. They do not know how to write, feel stupid when they cannot find the right words, fear criticism and want to avoid the emotional turmoil experienced when faced with a topic and blank piece of paper. If the students always write what they want to write without the teacher ask them, their writing skill will improve well. So, writing is also about habit. Teacher can differentiate between students who love writing and they do not. The students who love writing can make some paragraphs of a text well. Their sentences are grammatical, their ideas are meaningful, and every sentence in each paragraph is quite creative. But, the students who do not love writing that much will get lack of ideas when they try to write in a blank of a paper. That is why they have grammatical error, their sentences are not accurate, and they just can make at least one or two paragraphs.

However, in teaching writing to students, teachers must be optimistic that students can improve their writing ability if each student has a willingness to study and try to write and it must be continuously. Therefore, teachers have to do an interesting teaching learning process in class to get attention from their students and give motivation to write.

One of the texts that have to be learnt in the first year students of Senior High School is narrative text. The students have to be able to understand and create a narrative text cohesively based on the social function and generic structure of the text. In fact, students only master about the generic structure and language features of those kind of texts but they still confuse when they are asked to compose or write those kind of text.

Students in Senior High School should be able to write or produce narrative text. It is not something attractive and fun for them to write narrative text although narrative text have purpose to entertain the readers. They know many stories related to narrative text but when they have to produce their own narrative text, they faced many difficulties. Many students cannot get and generate their own idea. Some students have a good idea but they cannot express it in their own sentences. They also have difficulties in arranging the ideas into good order to form a good narrative text. They also lack of vocabularies related to the idea that they want to write.

Teachers usually asks the students to write sentence as many as they can, but they do need to know how to make their students write as many as they can. This fact encourage the research to focus on helping the students develop their writing ability. Especially in writing narrative text. Writing narrative text requires more attention in detail. There are complex rules in writing that cannot be ignored. When students write something, they have to pay more attention in word spelling, punctuation marks, diction, grammar, purpose to writing and their ideas of their writing itself.

However, the researcher found that it is difficult for students to generate narrative text based on their ideas. They are confused about how they will write their idea and arrange it into good narrative text. After that they should write or produce their own narrative text with limited guidance. It is the main problem that the researcher would try to solve by conducting this research.

From the statement above, in the context of educational level, teachers can see the importance of teaching writing. Since writing is such a must in education, a form of communication and a necessary in teaching and learning process, so the researcher try to use an interesting technique to improve students' writing

ability. The technique is called as running dictation.

There are some previous studies related to the topic about running dictation technique. Aldila Arin Aini (2015) tries to find out students' responses in writing descriptive text using running dictation technique and to find out how running dictation technique improve the students' writing ability of descriptive text. The technique that used in this study was task-based teaching that referred to running dictation technique to teach written descriptive text, reported that running dictation technique gives good contribution to improve the writing ability in the class tenth students of SMAN 1 Bawang Banjarnegara.

The next previous study that has been done by Miftahul Mutmainnah (2017). This research carried out how running dictation strategy influences students' writing narrative text skill. This research is qualitative research. The end of this study shows that running dictation can help the students to develop their writing skill, especially in writing narrative text skill. Running dictation also give positive and significant influence toward the students' writing narrative text skill.

The other research was conducted by Eka Widi Riyanti (2017). The methodology in this research is classroom action research. The researcher gives two pre-tests, two treatments and two post-tests. She implemented two cycles, each cycle consists of two meetings. She found that the students are active in teaching learning process. The result of the research in every cycle show that the score of students writing skill was improved. So, the students writing skill was improved by using running dictation game and rapid writing strategy in teaching learning process.

Though some previous studies about running dictation technique have been done by some researchers, there is a researcher who used narrative text as subject of the study before. In this study, the researcher also used narrative text as

subject of the study. Meanwhile, the researcher used different genre of narrative text from the previous researcher. In this study, the researcher choose legend as the genre of the text. As long as legend story is quite difficult, the students feel challenged when doing the test.

Walner (2014: 36) state, "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 gapped text." This statement is supported by Kit (2004), states that during running dictation the students 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.

Based on explanation above, the researcher can conclude that running dictation is a fun technique that can be adapted in a number of ways and it is fairly easy to prepare, explain, set up, and it is very adaptable. This technique can be one way to teach students in writing narrative text.

Meanwhile, narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems (Fadhilah, 2014). To create the narrative text, students' imagination and story knowledge must work because students need to tell the story in many genre, such as fantasy, legend, fable, fairy tale, etc. Creating narrative text as one of the kinds of texts can help students to develop their ability in writing, especially in transferring their minds, ideas, or imagination into a written form that will make the students become accustomed to developing sentences into a good paragraph.

The most difficult problem that faced by the students in SMAN 1 Baureno is getting lack of ideas when they try to write paragraphs. The English teacher of that school states that actually the students' ability to get ideas or opinions and to develop paragraphs is low. It means that

they get difficulty in developing their own ideas into written language. Therefore, if he gives them a writing assignment, they just do it in groups and their writing results are totally same. Their grammar and punctuation are also incorrect.

Because of the difficulty faced by the students at grade ten of SMAN 1 Baureno in writing English, the researcher focus the research on the use of running dictation to improve students' ability in writing, especially in writing narrative text. To avoid students' boredom in teaching and learning process of writing and to help students generating ideas, especially in writing narrative text, Running Dictation technique can be the simplest one to get students' intention of creating their ideas into good paragraph as this technique is done by dictating some words, sentences, or paragraphs to students and the teacher will then ask them to rewrite or retell what they have heard by their own words.

With running dictation technique, students are expected to be able to write text well accordance with writing composition. By using this technique, students also expected to get the learning outcomes more than before, fun, and satisfy. Based on an explanation from previous researchers, they argue that running dictation technique can gives good contribution to improve students' skill, especially in writing skill. Students also more active in teaching learning process. They do not feel bored when the teacher give an explanation about the material. Therefore, the researcher inspired to conduct the research with running dictation technique. Some of the researchers used other text such as descriptive text. There also use narrative text with a various genre when the researchers gave the test. In this study the researcher also used narrative text as the main material that will be taught to the students. In this study the researcher did not used all genres of narrative text when conducting the test, but only with the legend genre. Most of previous studies conduct the test in running dictation

technique with arrangement text. So, the students must be able to arrange the jumble sentence first, then they write down into a good paragraph. But, in this study the researcher used the test in form of complete the paragraph. The researcher provides a synopsis of the story at the beginning of the paragraph. Then, the students asked to complete the story in an empty paragraph by their own version.

Finally, because of the background above, the researcher decided to do a research entitled "Improving Students' Writing Ability of Narrative Text Through Running Dictation Technique". Based on the background of the study above, the research questions in this study are, "How can Running Dictation Technique improve students' writing ability of narrative text?" and "How is the students' writing ability of narrative text after the implementation of Running Dictation Technique?". The research was conducted to find out how Running Dictation Technique can improve students' writing ability of narrative text and to find out students writing ability of narrative text after the implementation of Running Dictation Technique.

The results of the study are expected can give benefits to the English teachers and the future researcher. To the teacher this technique hopefully give the English teachers a better way in teaching writing narrative text for their students by using running dictation technique. And for the future researchers, running dictation technique hopefully can be a good reference for future researchers who concern about modern technique in teaching writing, especially narrative text.

METHOD

The source of the data in this research is form what the researcher get during the research. Those source of the data were test, students' questionnaires, observation sheet, teacher's interview sheet and documentation.

The research conducted is action research, which is take place in the classroom. So, this research also called as Classroom Action Research (CAR). According to Elliott (1991: 69), "Action Research is a process through which teachers collaborate in evaluating their practice, try out new strategies, and record their work in a form of that is understandable by other teachers." An action research is applied to get students' motivation process become well to get the best result while they are studying and also in the end of study they get good manner in studying.

An action research can be done in one cycle. It illustrates the sequence of teaching and learning process. One action or one cycle indicates the sequence a group of events needed to be conducted before managing another action or cycle. The previous study reflection is needed as the correction to prepare the next action.

Burns (2003: 32) says there are four steps in classroom action research. Those steps are planning, acting, observing and reflecting. In this research, there are one cycle which is conducted after pre-assessment test. First step is planning. In this step the researcher prepared all things in the research. So, the researcher doing an observation in the class to know the condition of the class, the given materials by the teacher and the students' behavior before the researcher conduct the research.

Next step is acting. In this research, the researcher gave some material about narrative text and explain the procedure of running dictation technique. After it, the researcher doing the technique to the students.

Third step is called as observing. The aim in this step is to know the improvement of the students' in the next cycle, students' positive behavior during teaching learning process in the classroom and how the students' response about the given material by the researcher.

The last step is reflecting. Reflecting is doing correction after those three steps in order to make the better result in the next cycle. Therefore, the improvement of the students can be seen.

This research was conducted at SMAN 1 Baureno, at Jl. Ahmad Yani No. 554B, Baureno. It was held at the Tenth Grade Students of SMAN 1 Baureno, exactly at class X Social 4 which consist of 34 students. They were 20 female students and 14 male students.

FINDINGS AND DISCUSSION

In the earlier chapter, the researcher had mentioned about the objective of the study. It is to find out how Running Dictation Technique can improve students' writing ability of narrative text. So, the researcher made some actions to improve students' writing skill by using running dictation technique.

Before conducting research, the researcher interviewing English Teacher first. The interview held twice, before doing the treatment and after the treatment. The first interview was held on 18th April 2018 in SMA Negeri 1 Baureno. The purpose of the interview is to know the factual condition of the problem faced by the teacher in teaching learning process, especially in teaching writing. The English teacher said that the students following the teaching learning process very well, they also pay the attention to the teacher enthusiastically. Therefore, the condition in classroom is comfortable and the atmosphere in teaching learning process is running well. In teaching writing, the English teacher teach the students by using some methods, such as picture to picture, dictation and drilling the words. So, the English teacher ever used dictation method before, but the English teacher did not used the variation of it, such as running dictation technique that used by the researcher. The students responded the method well, they like it and pay attention to the teacher carefully, but the students still had the problems with their writing skill such as not

able to write the words correctly, do not know the meaning of the words and new vocabularies, that is why the students' learning outcomes in writing skill are still in low score. So, the English teacher thinks need another method to improve students writing skill.

Before doing teaching learning process, the researcher gave observation sheet to the English teacher. The researcher asked the English teacher to observe the students' work and attitude during teaching learning process in every cycle. There are 4 indicators become the assessment in the observation sheet, it includes responsibility during learning activity, response to the given material, activeness in classroom, and honesty in doing assignment task. There are 5 score in each indicator, which 5 is highest and 1 is lowest. It also can be said that 5 is very, 4 is evenly, 3 is enough, 2 is seldom, and 1 is not at all.

The teaching learning process was done in three meetings. At the first meeting, on 20th April 2018 the researcher asked the students to do pre-questionnaire and pre-assessment test. Firstly, the researcher shared pre-questionnaire. The purposes are to know the problem faced by the students individually and students' interest in English, especially in writing skill. The questionnaire consists of 10 items which the students just answer by "yes" or "no". The result showed that most of the students think English writing skill is very important, but they do not know about what writing skill in English is. They also say that writing English is very difficult, but they think writing skill need to be applied in English lesson because it is very important. Most of the students ever write the English text, but just a little of them write the English text with a specific method. The students said that they feel enjoy when doing writing with some method., but they still have the difficulty when develop the ideas. Almost all students say do not know about the technique that will be applied in the study, therefore they feel the technique should not to be applied

in writing skill. After that, the students did pre-assignment test, it was held on the first and second hour, precisely started from 06.45 a.m. and finished at 08.15 a.m. There are 34 students in the class, but this test was just followed by 32 students, they were 12 male students and 20 female students, while 2 students were absent due to the competition. The purpose of the test was to measure students' achievement before they had running dictation technique. Based on the data obtained during the research, most of the students had difficulties in organizing the word grammatically and developing the ideas.

At the second meeting, on 27th April 2018 the researcher held running dictation technique. The activities were as follows:

1. Before doing the technique, the researcher with the students review the material that given in the last meeting.
2. After that, the researcher divided the students into 4 groups, there were 8 to 9 students in 1 a group.
3. The researcher gave the explanation about the technique that must be performed by them.
4. Next, the researcher gave the story to each group, they were asked to read the story, memorized the flow of the story, and discussed together.
5. Then, the students had been asked to decide the writer and the runners before they started the technique.
6. Next, the researcher asked the students to stick the text they have been read on the wall or whiteboard around them.
7. The students started the technique, they were doing the technique based on the role they got. They read, ran, memorized, and delivered the story that they had been read, and wrote it down on the paper.
8. The researcher had asked the students to re-examine the work before they submitted it.

After doing the technique, the researcher gave the reflection to the students. The researcher examined the students' work, while the students did the post questionnaire, they were asked to answer the question. After that, the researcher gave a comment about the group performance to each group. The result showed that some students had improvement by doing running dictation technique, they could increase their scores by working together, they also could share the ideas and developed them together.

At the last meeting, on 04th May 2018 the researcher held a post-test. The test was followed by The test was followed by 34 students, they are 14 male students and 20 female students. The purpose is to investigate the improvement of the students after having the technique. In this test, most of the students could improve their writing skill well. Most of them passed the KKM. Then, the researcher shared post-questionnaire. The result showed that the students think learning English is very important for them. Most of the students said that they still find the difficulty when learning English and write English text, especially writing narrative text, such as they do not know the meaning of some words or vocabularies, and sometimes they are not able to write the words correctly. But, the students feel assisted when write narrative text with running dictation technique, because the technique is done by doing together, the students can share the ideas and develop them together. Therefore, almost of the students said that running dictation technique should be applied in the next teaching writing. As long as running dictation technique is fun for the students, they feel that the technique can help them in teaching learning process, especially when develop the ideas and more active when teaching learning process. Some of them says that running dictation technique must be implemented in the next writing test.

After all the meetings were done, the researcher held the second interview which was on 05th May 2018 in SMA Negeri 1 Baureno. The purpose of the interview is to know the improvement of the students writing skill after used running dictation technique. The result showed that the students looked happy and joyful when they were joining the learning process, especially when they were taught using the technique, they paid attention to the researcher and following the teaching learning process enthusiastically. As long as there were many students with the different mastery on English, there are some students still got difficulties is writing such as sentence structure and do not know the meaning of new vocabularies. The English teacher thinks that the technique is good for the students in writing skill, the technique can improve capabilities in learning of narrative text. By using running dictation technique, the students' achievement in writing skill is more quickly than conventional method because this technique done in group by doing together. Therefore, the English teacher thinks that running dictation technique is possible to be applied to teach other skill because the students need more improvements in teaching English, not only in writing, but also in reading, listening and speaking skill. So, the English teacher says that the students looked more motivated to learn more about English skill, especially writing skill. As long as there are so many methods to be applied in teaching learning process, the English teacher thinks that the technique sometimes will be used in other skills, but it is based on the situation and condition on the class.

The scoring rubric for both tests (pre-assessment test and post-test) is adapted from Brown's writing rubric. In the rubric of writing test, the students were scored according to five aspects such as Content, Organization, Grammar, Vocabulary, and Mechanics. There were 4 scores in every aspects of writing test, which 4 is the highest score and 1 is the

lowest score. The results of analysis were as follows:

The Result of Pre-Assessment

Figure 1 is the overview of pre-assessment test that was done by the students.

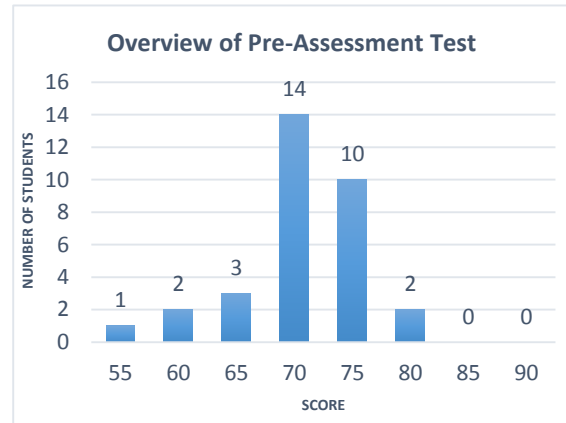


Figure 1: Overview of Pre-Assessment Test

After the data had been analyzed, the researcher counted the mean to know the average score of the students by the following formula:

$$M = \frac{\sum x}{n} = \frac{2260}{34}$$

$$M = 66.4705$$

The percentage below showed total students who passed KKM.

$$P = \frac{\sum x}{\sum n} \times 100\% = \frac{12}{34} \times 100\%$$

$$P = 35.29\%$$

There was 1 student out from the school, so the researcher counted the students into 34 students. The result of Pre-Assessment Test showed that the mean was 66.4705 with 35.29% students pass the KKM. It means that the students' writing score is low. The result of pre-Assessment Test was not satisfaction yet. So, the researcher intended to assist the students to improve their writing skill, especially in writing narrative text. The researcher considered giving continuous improvement to get better result.

The Result of Post-Test

Figure 2 is the overview of post-test that was done by the students.

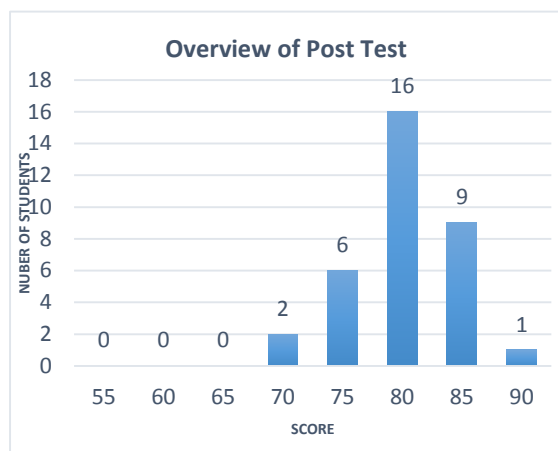


Figure 2: Overview of Post Test

The result of the students' writing test can also be calculated by using the formula:

$$M = \frac{\sum x}{n}$$

$$= \frac{2725}{34}$$

$$M = 80.1470$$

The percentage of students who passed the KKM are as follows:

$$P = \frac{\sum x}{\sum n} \times 100\%$$

$$= \frac{32}{34} \times 100\%$$

$$P = 94.11\%$$

The mean of the student' writing result of Post Test was 80.1470 with 94.11 % students passed the KKM. It meant that the student' improve their writing skill well. So, the result of post-test was satisfying.

CONCLUSION

The aim of this research is to improve students' writing skills through the use of running dictation technique. The research was conducted in the class X Social 4 at SMA Negeri 1 Baureno. The research was carried out in one cycle and it was successful in improving the students' writing ability in several aspects, they were content, organization, grammar, vocabulary and mechanics.

After implementing the technique, the researcher found some good ways to improve the writing ability of students in X Social 4 at SMA Negeri 1 Baureno by using running dictation technique. First, the action of using running dictation technique could drag the students' attention and motivation in the teaching learning process. The use of arrangement stories also made the atmosphere in the classroom more relaxed and fun, it was quite good to make them more confident to write the story. Second, the students could have better understanding about the story by discussing together, it could help the students comprehend what the content of the story was. Third, they also got many new words to add their vocabulary mastery. The use of some actions, such as providing narrative reading texts and arrangement of the story were able to make the students have better understanding about the nature of narrative texts such as the generic structure and the tenses used in the story. As the result, the students' scores were going up significantly. The students who just gained the mean of 66.4705 in the pre-test, were able to increase their score up to the mean of 80.1470 in the post test.

Based on the data and discussion gathered in the previous chapter, it can be concluded that the implementation of the running dictation technique in the teaching and learning process of writing improves the students' writing skills, especially in writing narrative text, the students also can develop their ideas by working together. So, running dictation technique not just useful to improve students writing skill, but also other English skill, such as listening, reading, and speaking.

Considering the result of this study, the researcher tries to give some suggestions for the English teacher who are going to use running dictation technique in their classroom and those who are interested in conducting similar research.

For the English teacher who are going to use running dictation technique in their classroom, the English teachers should be well prepared and have a good time management to get better result in using running dictation technique to teach writing because need more time allocation to do the technique. The English teachers also should pay their attentions to the whole class to make sure that all students understand the material given well. Sometimes the students do not care with their team, with their role in group, sometimes they just sit down and make noise in the classroom, so the English teacher should make sure that the students really cooperate with the team members also responsible with their role.

Furthermore, the results of the study can be used as one of references for the other researchers who conduct the similar studies related to the development of the students' writing ability also can be a reference for the next researcher who like to continue the research with same technique. However, the future researcher should try to conduct running dictation technique in relation to other English skills or different kind of text in order to prove whether or not running dictation technique are suitable and effective to be applied for teaching other English skills. The future researcher must prepare well plan and provide adequate time to have running dictation technique because need more time to do the technique. As long as there were some weaknesses in this study, the future researcher hopes will be able to fix them and make it better.

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