

The Effect of Using Running Dictation Game Toward Students' Comprehend in Reading Descriptive Text at The Eighth Grade Students of MTs Hubbulwathan Duri

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Abstract

Abstract. Based on the researcher observation, it was found that most of student cannot comprehend the reading materials well and their reading comprehension are still far from the expectation. And the major problem faced by them was found not interest in reading activity, and cannot answer the question after reading the descriptive text. So, the writer was interested in carrying out the reseach about this problem. The objective of the reseach is to find out the students' comprehend in Descriptive text that taught by using Running Dictation game, to find out the students' comprehend in Descriptive text that taught without using Running Dictation game and to find out whether there is any significant effect of using Running Dictation Game at the Eighth Grade Students' of MTs Hubbulwathan Duri. The Subject was the Eighth Grade students'of MTs Hubbulwathan Duri, and the object of this research was the effect of using Running Dictation Game in Comprehend Descriptive text. The design of this research was Pre-Test Experimental. The Writer used one class as sample. That consists of 31 students in the class. The Writer gave pre-test to experimental class. Then, the writer gave treatment for experimental class. Finally, the writer gave post-test to experimental class in order to know the effect of Running Dictation Game that applied by the writer. The technique of collecting data was the test. The technique of analyzing data, the writer adopted paired sample t-test formula by using software SPSS V.17. After analyzing the data, the writer found that there is a significant effect of using Running Dictation game at the eighth grade students in Comprehend Descriptive text of MTs Hubbulwathan Duri.

1. INTRODUCTION

Reading is a way to understand the meaning of the texts. Reading is one of the skill in learning based listening, writing and speaking. Reading is a complex process which involves not only the read the text but also their experience to comprehend it. Because of its complexity, many teachers of English at junior and senior high school find difficulties in all teaching reading and prefer teaching structure to reading. In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend. For students from elementary to university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing). Reading includes one of the language skills that should be mastered by students, it is a basic tool in daily life that make students successful. People read books, magazines or everything are to get information, knowledge or anything else. "Without reading skill people can get difficulties to find the information from sources. Reading is an activity with a purpose" (Hasibuan dan Fauzan Muhammad, 2007, p. 114). Without reading skill the readers will get the difficulties to find the information from the sources, reading is a very crucial skill in educational field for students' knowledge. On the contrary, students might face difficulties in finding the information from what they read without reading.

After observing the teacher's ways in teaching reading activity at MTs Hubbulwathan, reading has been taught from the first year until the third year. Based on curriculum, in reading skill for junior high school students are required to be able to understand meaning of the simple short form from the text to interactive with surroundings. It means students should be able to comprehend the content of the reading text.

Based on researcher's observation on MTs Hubbulwathan reading was taught by conventional technique. The students were given materials and then read the text paragraph by paragraph, found the difficult words and then found the meaning of the words, students answer the question from the text, collect the paper and then the teacher gave the true answer to the students. The teacher gave support to students in order to improve their reading comprehension by providing English day. In fact, some students can not comprehend the reading materials well and their reading comprehension are still far from the expectation of the curriculum.

The students are not able to comprehend the content of reading descriptive text. It can be seen from the phenomena :

- a. Some of students are not able interested in reading activity
- b. Some of students are not able to answer questions based on paragraph
- c. Some of students are not able to review the content of paragraph when the teacher asked them.
- d. Some of students have lack of vocabulary
- e. Some students are not able to analyze the generic structure of the paragraph.

If the problems are not solved by the students, it will influence student's comprehension. Language learning is a hard work particularly in a reading comprehension. One must make an effort to understand, to repeat accurately and to use newly understood reading in reading comprehension especially in descriptive text. In fact various reading model can be used in order to assist the students to gain the comprehension level as the goal of reading activity. Games help and encourage many student to sustain their interest and motivation in learning teaching English Language. One of them can be used in reading

activity is Running Dictation Game that. According Andrew Wright's Running Dictation game is memorising and dictating a text.

In relation to the explanation above, the researcher is interested carrying out a research entitled : "The Effect Of Using Running Dictation Game Toward Students' Comprehend in Reading Descriptive Text At The EighthGrade Students Of MTs Hubbulwathan Duri"

2. Method

This research is an experimental research. Experimental research is research conducted using an objective study, systematic and controlled to predict or control the phenomenon (Syofian Siregar, 2012:103). In this research, the use of Gallery Tour strategy is independent variable and the student's ability in reading text is dependent variable.

The design of this research is quasi experimental design, which uses two groups. The researcher uses Pre test – Post test control group design. The scheme is taken from Suharsimi Arikunto (2013:125) as follow:

E	O1	X	O2
C	O3	X	O4

E = experiment group

C = control group

Pre-test is given to the both control and experimental group to measure the condition before treatment (O2). Next, the treatment (X) is given to the experimental group. Experimental group is taught by Gallery Tour strategy as the treatment and control group is not receiving treatment. After finishing the treatment, the test is given to both as the Post test.

This research was conducted on May 2015 until July 2015. The research was conducted in SMP N 5 Tanah Putih. The subject of the research is the eighth grade students of SMP N 5 Tanah Putih. The object of the research is the effect of using gallery tour strategy toward students' reading comprehension. Arikunto (2013: 173) said that the population is all members of the research subject. The population of this research is the whole students of eighth grade students of SMP N 5 Tanah Putih. There are three classes that consist of VIII.1, VIII.2, and VIII.3. The total population is 100 students.

Table III.1
The Population of the Research

No	Class	Amount of Students
1	VIII. 1	34
2	VIII. 2	33
3	VIII. 3	33
Total		100

The researcher uses cluster sampling. According to Sugiyono (2014:66), in cluster sampling, the sampling is determined from the population based on the cluster area of the population. So, the sample is taken in groups, not individual, and randomly selected.

The classes chosen are VIII.1 as the experimental class and VIII.3 as the controlled class. Each class consists of 34 and 33 students so the total of the sample is 67 students.

Table III.2
The Sample of the Research

No	Sample	Total
1	VIII.1 (Experimental Group)	34
2	VIII.3 (Control Group)	33
Total of the Sample		67

Test is the instrument used in collecting the data. The test is used to find out if there is an effectiveness of using Gallery Tour strategy towards students' ability in reading text. The test is given in the beginning and in the end of the treatments. The test consists of some texts and 20 questions in the multiple choice form. The indicators of the questions are to find out the information, generic structures, word reference, meaning, and messages from the text. The test is done in 40 minutes.

To measure the students' ability in reading comprehension, the researcher gives the criteria as follow:

Table III.3
The Standard Assessment Category

Category	The score
Excellent	81-100
Good	69-80
Sufficient	56-68
Less	≤55

Source: M. Idrus

In analyzing the data, the researcher uses score pre-test and post-test of experiment and control group. This score is analyzed statistically. In this research, the researcher uses the formulas:

a. Independent Sample t-test.

To find out whether there is significant difference or there is no significance difference between two or more variables can be analyzed by using Independent Sample t-test.

The formula of Independent Sample t-test is taken from Sukardi (2012:90) as follow:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

- t = Table observation.
- X_1 = Mean of experimental group.
- X_2 = Mean of control group.
- SS_1 = Standard deviation of experimental group.
- SS_2 = Standard deviation of control group.
- n_1 = The number of experimental group.
- N_2 = The number of control group.

The t-test value is consulted with the value of t-table at the degree of freedom (d_f) = $(N_1+N_2)-2$ which is statistically hypothesis:

H_a : t-test is bigger than t-table.

H_o : t-test is smaller than t-table.

It means that H_a is accepted if t-test is bigger than t-table and H_o is accepted if t-test is smaller than t-table.

b. Paired Sample t-test or Non-independent Sample t-test.

Paired Sample t-test is also known as Non-independent Sample t-test. The researcher uses this formula to obtain the result of the third hypothesis. The formula of Paired Sample t-test is taken from Sukardi (2012:91) as follow:

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

The t-test value is consulted with the value of t-table at the degree of freedom (d_f) = N_1-1 which is statistically hypothesis:

H_a is accepted if t-test is bigger than t-table.

H_o is accepted if t-test is smaller than t-table.

It means that H_a is accepted if t-test is bigger than t-table and H_o is accepted if t-test is smaller than t-table.

3. Result and Discussion

Based on the score of t-obtained and gathered from SPSS 17, it shows that t_o was higher than t_{table} . The finding of t_o was -8.969 while the level of significance of 5% : 2 = 2,5 % = 0,025 (two-tailed) was 2.060. It showed that -8.969 < -2.060. Therefore, the writer can conclude that H_a was accepted and H_o was rejected. The effect size for the difference was large. In the other word, there was significant effect of using Running Dictation Game in Comprehend Descriptive text at the eighth grade students of MTs Hubbulwathan Duri.

4. Conclusions

Based on the data analysis and data presentation in chapter IV, the effect of Running Dictation Game in Comprehend Descriptive text at the Eighth grade student of MTs Hubbulwathan Duri can be concluded as follows:

1. Students' Comprehension in Desriptive text before taught by using Running Dictation Game at the eighth grade student of MTs Hubbulwathan Duri had no improvement. It was classified as **good (68,2692)**.
2. Students' Comprehension in Desriptive text after taught by using Running Dictation Game at the eighth grade student of MTs Hubbulwathan Duri had improvement. It was classified as **good to excellent (80,7692)**.
3. The mean of student comprehension in Descriptive text at the eighth grade student of MTs Hubbulwathan Duri shows that there is a significant effect of using Running Dictation Game on the students' in Comprehend the Descriptive text.

In conclusion, teaching Descriptive Text using Running Dictation Game on student in Comprehend descriptive text at eighth grade student of MTs Hubbulwathan Duri was **successful**.

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