

THE IMPLEMENTATION OF RUNNING DICTATION GAME TO CREATE ACTIVE AND PRODUCTIVE LEARNING

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Abstract

Implementation of Running Dictation Game to students was interesting because it could motivate students to show their ability in English language learning activities. Besides, Running Dictation Game gave a chance to students to express their ideas individually or in a group in the classroom. This technique could make students be creative, active and productive in learning activities. In addition, when the students were involved in this learning activity using this technique, they experienced fun, happy and enjoyable atmosphere in the classroom. This study aims to implement Running Dictation Game in learning activities. To collect the data, the researcher observed students' activeness and students' productivity in a lesson with Recount text as the topic. The data was analyzed using classroom action research. It was expected that students learn more actively and productively in Recount Text lesson.

**Keywords: Active Learning, Classroom Action Research, Productive Learning
Running Dictation Game,**

INTRODUCTION

Teaching in a rural area is quite a challenge for teachers. They must keep a happy, enjoyable and creative vibe in the classroom. Teaching in a rural area could be less challenging if a teacher prepared many strategies to improve student's comprehension. It is essential for a teacher to apply strategies in teaching because teaching learning process is one of the keys to change his *mindset* to reflect in his teaching.

This research initiatively observed teaching learning process of the students in eighth grade of SMPN 3 Seponti Kabupaten Kayong Utara. The researcher would describe the problems faced in English Language teaching learning process in this school.

The first description was about the English teacher. Many students claimed that the English teacher in this school taught the subject in monotone manner. It

made the students bored. They deemed the teaching learning process was not interesting, so it had to be changed. The English teacher should reflect into his/her teaching learning process.

When the students were taught in traditional method of teaching, they showed low motivation in English language. They did not involve actively during the teaching learning process. The students did not pay attention to the teacher. They complained about the lesson and said that they did not understand what the teacher said. They considered English language subject difficult, and by the end they could not speak English well. They did not have motivation in learning English language, and they were passive during the lesson.

The most important thing was the product. The students were bored when the teacher asked them to take notes or do an exercise, so the teacher initiated to make a

product to score and measure the students' learning outcome. Besides, the product could also be published to the class on the information board, clipping, and document.

Looking into this case, the problems could be overcome using a number of strategies. First, the teacher had to change his/her mindset in teaching English language subject. He/she needed to apply some variations in teaching techniques, one of which is running dictation's game. Second, the teacher should alter students' mindset from teacher-centered learning to student-centered learning. More active learning was needed to solve the problems because the students had to do more discussions and reading to solve the problem (Bonwell & Eison, 1991). The understanding of students to build skills and many creations is important to activate the class (Daniel & Kahrhoff, 2006). Active learning strategies are essential for enhancing student learning (Drake & Battaglia, 2014). To improve students' productivity, the researcher used project-based learning. A project was an ideal vehicle for teaching school children for a number of reasons (Phillips, Burwood, & Dunford, 2000). The approach was still concerned in teaching learning to get successful learning in application in this century (Stephani, 2010).

In project-based learning, the learners tried to cooperate with others in learning and made the learning to be attractive (Kokotsaki, Menzies, Wiggins, 2016). With the cooperation in learning, the students could understand of heterogeneous and think positively in group. Then, they could interact between each other better (Jane & Flynn, 2006). By using this approach, the teacher could improve the students' competence and made them to be creative students in the community (Doppelt, 2003).

The benefits of using this technique were that the teaching lesson became less monotonous, the class became active again, and the school created the product

of proud students. It helped students to make choices and to take responsibility for their own work (Phillips, et al., 2000).

METHOD

The purpose of this research was to observe the activeness of Eighth grade students of SMP 3 Seponti Kabupaten Kayong Utara in English language subject teaching learning process with dictation game technique. By applying this technique, the students became active, creative and happy during the lesson. They could respond, answer, collaborate, discuss and express their ideas in English learning activities. Also, to make the class productive, the researcher asked the students to create product in form of recount text into colourful recount text (the students could draw, colour, and design recount text) on a paper to publish on notice board, clipping and document. Finally, the researcher would find out the advantages and disadvantages of applying dictations' game in the classroom and would conclude this research.

The researcher used Classroom Action Research as the method of research. This method was really needed in order to know the improvement in teaching (Heng, Sudarsono & Sada, 2015). This method had the teacher discover something very new in technology and enable him/her to use it in his/her community (Hong & SaLawrence, 2011). Action research is about taking planning, acting, observing and the lastly reflecting based on research (Ary, Jacobs, Sorenson, & Rasavieh, 2010; Brandon et al., 2011; Burns, 2011). It used a pedagogical action research to systematically investigate student's ability in teaching learning to get contribution in theoretical knowledge (Norton, 2009). In addition, this approach could examine the students in education based on the datum (Ferrance, 2000). The researcher used this approach because it could investigate from a single teacher investigating in class, and it also could cooperate with another teacher to be a researcher or facilitator

(Brandon, et al., 2011). This approach could be a problem solving in the classroom involving people, and procedure in education (Cohen, Manion, & Morrison, 2007).

There were many advantages of teaching in an active learning. The learning would be successful when teaching in the classroom was happy, fun and interesting. The teachers should use different approaches and methods in teaching learning (Sobhani & Bagheri, 2014). It was more attracting and interesting for students because using active learning in learning process could reduce monotonic teaching. It could stimulate students to be active using running dictation's game technique. Moreover, there was a significance extent of research and studies on the subject of the occasion to teach students using Project Based Learning as a good method in English Language Learning. It was easy to correlate in the midst of theory and application. In recent years, innovation in English Language Learning was necessary. To make classroom fun is eminent. Using project based learning was more colourful because the teacher could reach their goal in teaching learning process using this approach in advance (Barge, 2010 ; Baş, 2011; Doppelt, 2003).

From this study, the researcher solved the problem in the classroom used running dictation game technique. Monotone teaching caused students to be passive. Using active learning like game could help teacher to solve it. The benefit of using active learning to the teacher was that it could motivate the teacher to improve their ability (Rita, Ikhsanudin & Salam). And active learning could help students to stimulate their brain to be active. The class would be happy, enjoyable and fun. The school also gained many benefits because it houses brilliant students and has creative products to patch into information board, to document for accreditation and to be compiled in clippings as creative files.

The participants were the grade eighth students of SMP 3 Seponti Kabupaten Kayong Utara. Class A was composed of 20 students (7 male and 13 female) most of which were aged fourteen years old in the academic year 2019/2020.

1. Planning Phase

On this stage, the researcher obtained some components that were related to the students' activeness and students' productive in the classroom. To know ability out these components, see Table 1 and Table 2.

Table 1. Components of the students' activeness in the classroom

No	Component	Item of observation
1	Involved in not only listening	a. Respond to the lesson 1. Students respond to what the teacher said b. Answer the question 2. Students can answer the question c. Laughing 3. Students laugh when the teacher tells funny story d. Smiling 4. Students smile when the teacher tells funny story
2	less emphasis is placed on transmitting information and more on developing	e. Participate in learning process 5. Student actively participates in the classroom

	student's skill	f. Collaborate in learning g. Exhibits in learning process	6. Student collaborates/teams up with other students 7. Student exhibits a sense of accomplishment and confidence in the classroom
3	Students used higher order thinking (analysis, synthesis and do evaluation)	h. Practice in the classroom i. Express an idea j. Evaluate project k. Analyse project	8. Students practise in the classroom 9. Students express an idea 10. Students could evaluate their own project 11. Students analyze and interpret their own project
4	Attached in activities (include in reading, discussion and writing),	l. Read the text m. Write something n. Discuss in the classroom	12. Students read with understanding of texts. 13. Students write down their project 14. Students discuss their project
5	Students do many explorations of their own attitude and use values	o. Connect ideas p. Use idea	15. Students connect ideas across content areas. 16. Student uses ideas in realistic problem-solving situations.

Table 2. components of the students' productivity in the classroom

No	Component	Item of observation
1	Teachers knew the mistake of students. And knowing an incomplete of them.	a. Determining topic 1. The teacher determines the topic b. Understanding students' incomplete 2. The teacher should understand students' incomplete understanding c. Understanding students' mistake 3. Teacher should understand students' mistake d. Understanding students' misconception 4. Teacher should understand students' misconception
2	Teachers supported to the students to connect in ideas and existing knowledge	e. Help students 5. The teacher helps students to recall their existing knowledge

		f. Connect an idea	6. The teacher makes sure the students connect an idea
3	Attached in teaching learning to be part of the community in the classroom and solve the problem	q. Do an exercise r. Do a project s. Solve problem	7. Student do exercise in the classroom 8. Students do the project well 9. Students could solve the problem
4	Using proportional portion of time to reach the target of language in teaching learning	t. On time u. Effective class v. Present the project	10. The learning process goes on time 11. The class is effective and efficient 12. Students present their project well

2. Acting Phase

In this phase, the researcher acted as researcher and taught recount text in the classroom. Every day during the process, the students were guided to focus on active learning and the productive learning in the classroom.

The following frameworks were the active learning and the productive learning in each cycle:

- Before Cycle One, it began at 29th January 2020
- Cycle One(12th February 2020)
- Cycle Two(3th March 2020)
- Cycle Three(28th March 2020)

3. Observing Phase

Observing phase finished during the learning process in the classroom. During the implementation of running dictation game, the researcher used a smart phone to obtain data and analyzed it. Then, the observer helped the researcher to observe the learning activity in the classroom.

4. Reflecting Phase

In this phase, the researcher reflected that there were advantages of running dictation game in learning activity. After discovering the weaknesses, the researcher decided to plan and act what should be implemented in the next steps. The plan included but not limited to removal or addition to build learning activity in the classroom.

FINDINGS AND DISCUSSION

Findings

The research was guided in collaboration with the English Teacher of SMP 1 Seponti, Kayong Utara. An action research was implemented with observers to know the condition before the research was described in the following sections.

The lesson started after the researcher converted that the learners had problem in English, particularly the activeness in the classroom. It was based on the view of observer who claimed passiveness in the classroom. Then, the observer conducted the next step in the classroom.

Students' lack of activeness in the class could be caused by the teacher

who applied monotone technique in teaching. The students were only asked to take notes, listen the teacher for so long, be quiet during the lesson, translate texts, and answer several questions. The teacher just gave little portions for students to be active and to do projects. The teacher only focused on finishing the material.

Based on the observation, the teacher could conclude that learning process before the research was not very conducive. The teacher found that the class situation of English subject was really boring. The teacher only asked students to take notes, answer the questions, and read aloud. It made the students be passive. As a result, only few students paid attention to the teacher. The teacher was the centre in the classroom. When the teacher asked the students to answer some questions, many students complained because they only heard the teacher; they did not analyze the texts deeply. Besides, the students only had little motivation because their energy was only used for taking notes. They did not have opportunity to express their idea.

Based on the case above, the researcher applied classroom action research to get solution to this situation. By changing the situation, the researcher could know how to use this approach in language teaching.

There were many improvements in all components from cycle 1 to cycle 3. Before cycle 1, the students were passive and not productive. During cycle 1, the students tried to show their activeness and their productivity. There were twelve students who responded and answered during the learning process; ten students laughed when the teacher told a funny story; five students actively participated in the classroom and five students collaborated/teamed up with other students. Then, there were five students who exhibited a sense of accomplishment and confidence in the classroom; five students practiced in the classroom, five students could express an idea, five students could evaluate their own project,

and five students analyze and interpret their own project. Next four students read with understanding of texts, three students wrote down their project, six students discussed in the group and seven students connected ideas across content areas. Finally, there were twenty students who used ideas to make the project. The teacher could determine topic, understood students' incomplete understanding, understood students' being false or not, and understood students' misconception. Then, the teacher could help students to recall their knowledge and could make sure the students to connect an idea. Next, there were ten students who did exercises in the classroom, five students did a project well and seven students solve the problem. Besides, as the learning process went over time, the class was effective and efficient. Finally, there were ten students presented their project well.

In cycle 2, the components of research improved significantly. The improvement was shown from the participation. There were twenty students who responded and answered in the learning process; sixteen students laughed when the teacher told a funny story; eighth students actively participated in the classroom and ten students collaborated/teamed up with other students. Then, there were five students who exhibited a sense of accomplishment and confidence in the classroom; six students practiced in the classroom, and five students could express an idea. Eight students could evaluate their own project and seven students analyzed and interpreted their own project. The next four students read with understanding of texts; seven students wrote down their project. Six students discussed in the group, and ten students connected ideas across content areas. Finally, there were twenty students who used idea to make the project. The teacher could determine topic, understood students' incomplete understanding, understood students' being false or not, and understood students' misconception.

Then, the teacher could help students to recall their knowledge and could make sure the students connect an idea. Next, there were fifteen students who did exercise in the classroom; seven students did a project well and fifteen students solved the problem. Besides, as the learning process went over time, the class was effective and efficient. Finally, there were twenty students who presented their project well. Even though there were many improvements in many components, there was no improvement in these components: participation, collaboration and exhibition.

The last cycle was cycle 3. It was found out that there were twenty students who responded and answered in the learning process; nineteen students laughed when the teacher told a funny story, seventeen students actively participated in the classroom and seventeen students collaborated/teamed up with other students. Then, there were fifteen students who exhibited a sense of accomplishment and confidence in the classroom; ten students practiced in the classroom, sixteen students could express an idea, sixteen students could evaluate their own project, and ten students analyzed and interpreted their own project. The next ten students read with understanding of texts, fifteen students wrote down their project, seventeen students discussed in the group and twenty students connected ideas across content areas. Finally, there were twenty students who used idea to make the project. The teacher could determine topic, understood students' incomplete understanding, understood students' being false or not, and understood students' misconception. Then, the teacher could help students to recall their knowledge and could make sure the students connect an idea. Next, there were nineteen students who did exercise in the classroom, twenty students did a project well, and twenty students solved the problem. Besides, as the learning process went over time, the class was effective and efficient. Finally, there

were twenty students who presented their project well.

Discussion

The discussion talked about the learning process using running dictation game in grade eight of SMP 3 Seponti Kabupaten Kayong Utara. The researcher identified some problems of the passiveness in the class; boring, not enjoyable, not active, sleepy and really noisy. It was observed that the teacher did not use suitable technique to solve it. When the teacher researcher used Running Dictation Game as the technique in teaching learning process, the learning became more active and productive. It was really different compared to when teacher researcher used traditional teaching to teach the students. Many students complained about how boring and monotonous the lesson was, which made them sleepy. In traditional teaching, the students looked like empty glass. They wanted to be real human in the classroom. By using Running Dictation Game, the students felt like real human in the classroom. After going through cycle by cycle, the teacher researcher felt happy to find a solution to teach in the classroom. Finally, the researcher recognized the importance of technique in teaching learning process.

CONCLUSION AND SUGGESTION

Conclusion

Based on the elaborated results and, the researcher made research conclusions as follow; (a) Running Dictation Game increased students' response in the learning process. (b) Running Dictation Game improved students' activeness and students' productivity in the classroom. (c) Running Dictation Game stimulated students' idea in teaching learning in the classroom. (d) Running Dictation Game could activate students' discussion in learning process. (e) Running Dictation Game could expand and connect ideas across content areas in the learning. (f) Running Dictation Game

stimulated the students to make a project in the classroom. (g) Running Dictation Game encouraged students to produce documents in the classroom. (h) Running Dictation Game inspired students to complete documents in the classroom. (i) Running Dictation Game could help students to recall their knowledge in the classroom. (j) Running Dictation Game stimulated student to do exercises in the classroom, do the project well, and solve the problem. The next time the learning process occurred, the class was effective and efficient, and the students presented their project well.

Suggestion

Reflecting on the research results and discussion, some suggestions were presented on the use of running dictation game in the teaching-learning as follow; (a) Teachers should appreciate the learners by presenting good learning in the class. They had to know the level of difficulty and students' interest. Using clear instruction was needed to make students active. The teachers could use media to help students in teaching learning to be active and engaged. (b) Teachers should be creative in the classroom. Students needed something new, so they they can be happy in learning. They need new techniques in learning process, and the teacher should recognize it as a duty in the class. (c) Teachers should manage the time because while they used traditional teaching, the time was not enough. Thus, time management is important to the teacher. Learning with group was more attractive, so the teacher should initiate alive and dynamic classroom with the students. (d) Teachers should stimulate learners to be productive by using Project Based Learning. (e) Teachers could use another technique to utilise during their teaching; Running dictation game was one of many ways. Teachers could create another game.

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