



**STUDENTS' PERCEPTION ON *RUNNING DICTATION* STRATEGY  
IMPLEMENTED BY ENGLISH TEACHERS**

**THESIS**

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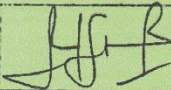
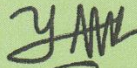
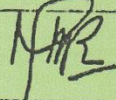
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## ABSTRAK

**Relista Nauli Pardede NIM. 14 104 062** Judul skripsi: **“STUDENTS’ PERCEPTION ON *RUNNING DICTATION* STRATEGY IMPLEMENTED BY ENGLISH TEACHERS.”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah adanya berbagai macam persepsi siswa terhadap strategi *Running Dictation*. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap strategi *Running Dictation* yang diterapkan guru dalam mengajar di SMP IT Darul Hikmah Pasaman Barat tahun ajaran 2020/2021.

Penelitian ini adalah penelitian *descriptive quantitative*, dengan menggunakan *cross-sectional design*. Populasi dalam penelitian ini adalah siswa kelas VII di SMP IT Darul Hikmah yang berjumlah 65 orang. Dalam penelitian ini peneliti menggunakan teknik *total sampling*. Dalam pengumpulan data, instrumen yang digunakan yaitu lembaran angket yang tentang persepsi siswa terhadap penerapan strategi *running dictation* oleh guru bahasa Inggris. Hasil dari validasi instrumen ini secara umum berada diantara rentangan 61,0% - 80,9%, dari hasil validasi tersebut instrumen layak di gunakan dan melakukan sedikit revisi. Setelah itu peneliti membagikan instrumen kepada sample penelitian untuk diisi.

Hasil penelitian menunjukkan bahwa persepsi siswa terhadap strategi *Running Dictation* yang diterapkan guru dalam mengajar adalah *strongly positive* (sangat positif) dengan persentase 89,23% dan rata-rata 211.05. Jika dilihat dari masing-masing aspek, persepsi siswa terhadap strategi *Running Dictation* yang diterapkan guru dalam mengajar, pada aspek kognitif terletak pada kategori *strongly positive* (sangat positif) dengan persentase 84,61% dan rata-rata 127,43, pada aspek afektif terletak pada kategori *strongly positive* (sangat positif) dengan persentase 84,61% dan rata-rata 41,9, pada aspek konatif terletak pada kategori *strongly positive* (sangat positif) dengan persentase 87,69% dan rata-rata 41,71. Dari ketiga aspek dari persepsi lebih mendominasi ke pada *strongly positive*. Berdasarkan hasil dari penelitian ini *Running Dictation* strategy di rekomendasikan untuk digunakan di SMPIT Darul Hikmah Pasaman Barat.

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## CHAPTER I INTRODUCTION

### **A. Background of the Problem**

English is one of the most difficult subject for the students' in learning process. As we know in senior high school teaching English is not easy. Because the students have a low ability in English language. While the students' must be able to speak English. Because English is one of the intenational language.

Aiming the target of English competence in senior high school which covers the whole scopes of English competence in this level is not easy. It will be aimed by students if they follow the English learning process optimally inside and outside clasroom. In other said, the teacher should be extra to teach the students in learning English.

The student must have the ability in listening, speaking, writing, and reading. As we know listening and reading are receptive skill while speaking and writing are productive skill. In listening, listeners tries to comprehend other message orally. In speaking, a speaker tries to communicate his/her idea orally. In reading, readers try to understand his/her another friend message. While in writing, a writer tries to give his/her ideas to others through writing.

One of strategies in learning English is active learning. Active Learning is strategy to increase closeness the students with the material and make they in line with purpose from learning process (Dermawan, 2014: 3). In short, active learning the students must be active not only just listen at learning process.

Active learning have similarity with one of the program for teaching English. One of the program for teaching English is *ECAFE Learning*. *ECAFE* (English Communication Activity for Fun and Enjoyable) Learning is a program which is designed to make students actively use English (Refnita, 2018:184). Through *ECAFE Learning*, students practiced English through

communicative activities. This program was designed by English teachers in senior high school 3 Padang, some English course teachers in senior high school, supervisors and lecturers in Bung Hatta. They designed this program because Gamawan Fauzi is governor of West Sumatra asked for an increase in the ability of students' in English. So, they the designed this program to increase students' ability in English language.

*ECAFE* Learning and Active learning have correlation. They have correlation because this theory explains about the process that can make students active in learning process. *ECAFE* learning is the section from active learning because in this program must make the students actively in learning English. According to Daniel at all (2006) active learning as a process where in students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. Through this activity the students are participated actively in learning process.

Refnita from a English teacher in SMA 3 Padang said *ECAFE* learning is first time applied at SMA 3 Padang. In addition to SMA 3 Padang, *ECAFE* Learning is also applied in SMAN 1 Bonjol, the researcher know that because the researcher practice teaching in SMA 1 Bonjol. In SMAN 1 Sungayang, SMA 3 Padang Panjang and SMP IT Darul Hikmah Pasaman Barat. The Researcher know that before the researcher doing research another researcher doing research in SMAN 1 sungayang about *ECAFE* Learning. At SMAN 3 Padang Panjang and SMP IT Darul Hikmah Pasaman Barat the researcher know because the researcher ask directly to English Teachers. After the researcher get information about school that apply *ECAFE* Learning. The researchers was conducted research in SMP IT Darul Hikmah Pasaman Barat.

The teachers need a strategy in teaching process. Where, the strategy can help teachers to improve students' ability in learning English. Strategy is specific means that learners use to learn or improve their language (Nunan, 2003:269). It means the teachers use specific ways to improve students' ability to learn English. The teachers must use good strategy in teaching to make students more active in the classroom.

Teaching English has many strategies in teaching process. Strategy is one of important components in English teaching. In addition, Chammot in Brown (2007:132) Strategy is procedures which facilitate the learning task, strategies in teaching English, it will be easier for the teacher to guide the students to get the aim of English teaching.

Furthermore, appropriate strategy also allows the teacher to construct effective English teaching process. One of effective strategies is Running Dictation. Running Dictation is one of strategies from *ECAFE* Learning. Running dictation is an activity for pupils who enjoy moving around and working in teams (Chai, 2011: 58). They have to read and memorize a short text, tell the phrases/sentences to the other group member who will write down the text. Running dictation is chosen because it has great benefit as an activity in the class. It is included a multi-skilled activity because it can potentially involve reading, listening, writing and speaking.

In addition, Sabine Walner in Oktaviantika (2014: 36), defined the running dictation is the activity that learners run to a text and read it and then pass the information verbally to a partner who either has to write down the entire text or filling missing words into a gapped text. This activity work in a group which involves the speaker, listener, and writer. Running dictation is a fun activity that requires students to use their ears to listen, mouth to read and speak, hand to write and the body for movement.

In this strategy the students work in small group. Students work in pairs or groups. It means that running dictation as an appropriate technique in teaching learning English. In addition, by using running dictation, all of the students worked in a group and they worked with each group members to finish their task. Start from the beginning until the last in teaching-learning English and all of the students were active in learning English.

Therefore, those activities that included in running dictation may support the students' skills well. Another advantage of running dictation is this activity may help to attract the students' attention of daydreamers at the back of the class. Body movement is included one activity in running



dictation that can be used to make the students do not easily get bored which usually make them having daydreamers.

The researcher got the information about the implementations of *Running Dictation* strategy in english class when the researcher doing interview with one of the teacher in junior high school in Pasaman Barat. In SMP IT Darul Hikmah Pasaman Barat the students' have low ability in speaking english. Therefore, the teacher should have strategies to make the students can be good speaking english. At the time, the researcher did preliminary research in eleven grade. The teacher implemented *Running Dictation* strategy at learning English in the class. The students' must be active and use english language in the class.

Based on preliminary research do by researcher, the resercher found that the teacher frequently use Running Dictation strategies one of the *ECAFE* Learning strategies in teaching English. The researcher saw the students active, most of them understand with the material. This cases has also been research by several previous researchers, such as: Putri, Rizka Lina .2020. Students' Perception on Running Dictation Strategy Implemented by English Teachers. In conclusion,students' perception for the imlemented *ECAFE* Learning in teaching english. In the other hand, based on research were conducted by Refnita (2018) entitled *ECAFE* as an active learning to enhances students' engagement in learning english. In conclusion, this journal tell about the program for to make students active use english. Then the researcher found the similarities and differences. The similaritiy is about the *ECAFE* Learning and the differenches is in this research the researcher will specific the Students' perception on Running Dictation strategy. This is one of strategy from program *ECAFE Learning* implemented by English teacher.

Talking about perception, Rahmat in Elsara (2013:11) states that perception is experience about an object, event that have by interpret the information and give conclusion. Perception will comes from someone if they can see some activity or something and they have some opinion and thinking how the activity run well and make an conclusion result. The important thing

is everyone has their own perception toward something. Perception also can influence someone act in the future.

The use of the implementation of Running Dictation strategy in learning English give various perception from the students. According to the teachers in SMP IT Darul Hikmah Pasman Barat this strategy can help for teachers in teaching. Because in this strategy the students must be active in learning English. Beside it the students perception this strategy is very fun in learning English. This strategy they will have a group in learning English. According to students if studying in a group can make it easier for them to learn. They said about this strategy can eliminate their boredom when learning.

According to Walgito (2004:15) perception consist of three components, namely: cognitive, affective, and connative. Cognitive component or perceptual is component that related to knowledge, opinion, belief from someone. Then, affective or emotional component is component that related to like or dislike toward attitude's object. Then, connative or action component is component that related to action tendency toward attitude's object. This component indicates intensity of attitude that indicates big or small action tendency of someone toward attitude's object. Three of the components of perception always appear when someone giving their perception toward something and it influence someone action or performance.

Based on the phenomenon and theories above, the researcher want to know students' perception on *Running Dictation* strategy implemented by English teacher . According to the those explanations and the strong desire of finding the students' perception of these variable, the researcher has motivation to do a research the researcher was a research with the title "students' perception on Running Dictation strategy at implemented by English teachers".

## **B. Identification of the Problem**

There are two factors to increase in teaching English. First, factor internal are factor that come from people doing teaching and learning activities, namely students and teachers. The teachers also has an important role in determining the success of a learning process and must have more ability in delivering the material being taught. Second, factor external that affect learning outcomes are the use of methods of learning models that are not appropriate.

As we know, internal factors forming perception are things in each individual that influence it in forming a perception. Every person is created differently, so the perception formed of a thing was also vary according to physical, psychological, interests and also experience. Therefore, each students has a variety of perceptions about Running Dictation strategy implemented by English teachers.

## **C. Limitation and Formulation of the Problem**

Based on the identification of the problem above, the researcher focuses her research on the students' perception on Running Dictation strategy implemented by English teachers.

Then, the problem of this research was formulated in following question: "What is students' perception on Running Dictation strategy implemented by English teachers?".

## **D. Definition of the Key Terms**

To avoid misunderstanding and ambiguity the key terms are defined as follow:

### **1. Teaching English**

Teaching English is a teacher helping a students learn or how to do materials and giving instruction in Running Dictation strategy implemented by English teachers.

2. *Running dictation*

*Running Dictation* is a fun activity to improve their skill in reading, listening, reading, speaking and writing and working in teams.

3. Students' perception

Students perception are students' view, assumption, and interpretation depending on what they have know, felt, see, heard toward the information and experience in *Running Dictation* strategy implemented by English teachers.

**E. Purpose of the Research**

Based on formulation of the problem above, the main purpose of this research is to describe students' perception on Running Dictation strategy implemented by English teachers in junior high school IT Darul Hikmah in Pasaman Barat.

**F. Significance of the Research**

By doing this research, this research is expected to be useful in both theoretically and practically.

1. Theoretically

- a. The result of this research can be used as a reference for further research
- b. The result of this research hopefully may give information and knowledge about the students' perception on Running Dictation strategy at implemented by English teachers.

2. Practically

- a. For teacher of English subject.

The teacher would get information students' perception on Running Dictation strategy at implemented by English teachers.

b. For students.

The result of this research can be useful for students, especially the seven grade students of SMP IT Darul Hikmah Pasaman Barat to know the teacher apply Running Dictation strategy at English class.

c. For the researcher.

By conducting the research, researcher would get some information to improve her knowledge in the field . This research also as a requirement to get scholar degree (S1) at IAIN Batusangkar.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Teaching English

###### a. Definition of Teaching English

Teaching is showing the materials to helping the students to learn or how to do the materials and giving instruction, guiding in the study of something, providing with knowledge, knowing or understanding (Brown, 2007: 8). It means in teaching teacher should help students to understand what they material learn in class. They can did it by giving instruction about the lesson, guiding the students about how at the way and the goal that they should achieved, and help them for providing knowledge that they got from a teacher.

Furthermore, Brindley in Wati (2003:11), states that teaching English is connected with the uncontrollable finesse of a shared language that the speakers all speak and the uncontrollable response to what the readers read. The teachers has special relationship with students depends on democratic opens, not on knowing the answer.

In addition, Brown (2004:5), states that teaching using the practice games of language learning; the opportunities for the learners to listen, think, take risks, set goals and process feedback from the “coach” and then recycle through the skill that they are trying to master. In short, teaching is the process how the teacher help the students to do and know something in their learning process.

From the theories above, it is teaching English is a teacher helping a students to learn how to do material and giving instruction. Teacher help the students to know the goal in their learning process

###### b. Component and principle in teaching english.

There are three components in teaching English, they are: 1) presenting and explaining; 2) providing practice; and 3) testing (Ur, 1996 : 10). She explains that presentation means to mediate them new

material and to initiate them comprehensible input in the form in the spoken or written texts, as well as various kind of explanations instructions and discussions of new language item or tasks. Providing practice means to initiate and anage activities that provide students opportunities for effective practice. Then, test may be defines as the activity whose main purpose is to convey how well the students knows or can do something.

Furthemore, Savignon (2002:25), mentions several principle of language teaching, they are: first, language teaching is based on a view of language as communication. Language is seen as a social tool thatstudents use to make meaning: students communicate aboutsomething to someone for some purposes, either orally or written. Second, diversity is recognized and accepted as a part language development and use it as English foreign language, as it is with first language user. Third, students' competencies are considered in relative them, not in absolute. Four, more than one variety of language is recognized as a continuum model for learning and teaching.

Fifth, culture is recognized as an instrument in shaping students' communicative competence, in both their first and additional languages. Six, no methodology of fixed set of techniques is prescribed. Seventh, language usage is recognized as serving idea, interpersonal, and textual functions and it is related to the development of students' competence. It is essential that that students be engaged in doing things with language, that they use language for a variety of purposes in all phases of learning.

According to Jackson (2011:1), gives several principles of good teaching they are:

- 1) start from where the students are
- 2) know where are the students are going
- 3) expect the students to get the student their goal
- 4) support the students along the way

- 5) use the feedback to help them get better
- 6) focus on quality rather than quantity and never work harder than the students in the classroom.

It can be concluded that, three components, they are presenting and explaining, providing practice and testing. The principles of a good teaching the teacher know what are the student can do in the class, the teacher expect the students to get their goals, give a feedback to help the student to do something and give a support to the students in learning English and focus on quality.

## **2. Active Learning**

### **a. Definition of Active Learning**

Active Learning is strategy to increase closeness the students with the material and make they in line with purpose from learning process (Dermawan, 2014: 3). In short, active learning the students must be active not only just listen at learning process.

Furthermore, Bell at all (2006) defines active learning as a process where in students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. Through this activity the students are participated actively in learning process.

In addition, Açıköz (2007:71) The active learning is a learning process in which the learner takes the responsibility of his/her learning and s/he is given the opportunity to make decisions about various dimensions of the learning process and to perform self-regulation. In active learning process, learning is no longer a standard process, but it transforms into a personalized process.

Based on explanation above, it can be concluded Active Learning is generally defined as any instructional method that engaged students in the learning process. It means the students must be active at learning process.



### **b. The Characteristics of Active Learning.**

Active learning can be characterized as follows (Abu Ahmadi 2004:212):

- 1) Situation classes challenge students to perform learning activities freely neatly controlled.
- 2) Teachers do not dominate the conversation but more gives a summary of thinking for students to solve problems.
- 3) Teachers provide learning resources for students.
- 4) The student's varied learning activities.
- 5) Relationship between student and teachers should reflect the nature of human relationships like parents and children.
- 6) The situation and conditions of class is not bound by the teacher's role as a source of learning and students as passive recipients of information.
- 7) The existence of the courage of students present its opinions.
- 8) Through questions or statements idea.

From the characteristic above it means in active learning the must be active to perform in learning activity, the teacher do not dominate in activities in the class and must give summary from the problem the students at learning in the class.

### **c. The Principle of Active Learning.**

There are several principles of learning that can support the growth of active student learning. The following describes the general principles according to (Abu Ahmadi, 2004: 214-216):

#### **1. Stimulation of learning**

Messages received students of teachers through information usually in the form of stimulus that should actually communicate the information to be conveyed in the form of verbal, language, visual, auditory and others.

## 2. Attention and motivation

Attention and student motivation would not long survive during the learning process takes place. Therefore it is necessary to arrange for teachers to foster motivation and attention.

## 3. Response studied

Learning is an active process. If students are not involved in a variety of learning activities as student's response to the stimulus of teachers, students may not be able to achieve the desired learning outcomes.

## 4. Strengthening

Value, recognition of student achievement, and the approval of student opinion is a source of reinforcement learning to satisfy the needs of students. Students tend to study the behavior of the student's response to the stimulus when teachers satisfy their needs.

## 5. Use and transfe

Learning by expanding the group formation can improve the ability of students to transfer what they have learned in other similar situations.

Based on theories above, it means principles of active learning they are : 1) stimulation of learning, 2) Attention and motivation, 3) Response studied, 4) Strengthening, 5) Use and transfer.

### **d. Advantages and Disadvantages of Active Learning**

There are many benefits for active learning. Benefit of active learning such as: students are more likely to access their own prior knowledge, they are more likely to find personally meaningful problem solution or interpretation and receive more requent and more immediate feedback , the need to produce forces learners to retrieve information from memory rather than simply recognizing a correct statement which enables them to increae their self-confidence and self-reliance the students more motivating to be active than passive, students

conceptions of knowledge change, which in turn has implications for cognitive development and students who work together on active learning tasks learn to work with other people of different backgrounds and attitudes (Mowafaq Momani, 2016).

According to Baren Shaikh (2018) active learning should be implemented in theories of learning where students should reflect themselves, write up, talk, express themselves which ensures that there will be contiguous development in students. It should not be considered regarding the scores of marks, but student will be more engaged in class, being motivated for topics to be learned, forces them to work with the topic taught, how much they have learned can be discovered.

In addition, Suyadi (2013:58) active learning has advantages and disadvantages of active learning. The first, advantages active learning like: Students can learn in a fun way, so that the material is as difficult any student will not find it difficult, activities generated in active learning can increase power students remember, because movement can bind memory to memory long-term, and Can motivate students to maximum so they can prevent students from being lazy, sleepy, day dreaming.

The second, disadvantages of active learning such as: Noisy in the classroom as a result of activities caused by active learning can often disrupt the learning atmosphere, the concept of active learning can also be making students more inclined to just play and forget assignments mainly for learning.

**Table 2.1**

**Comparative table of advantages and disadvantages of active learning**

No	Description	Experts		
		Mowafaq Momani, (2016)	Suyadi (2013:58)	Bareen Shaikh (2018)

1	Advantages	<p>students are more likely to access their own prior knowledge, to find personally meaningful problem solution or interpretation and receive more frequent and more immediate feedback, to retrieve information from memory to increase their self-confidence and self-reliance the students to be active than passive, student of the knowledge, has implications for cognitive development and students who work together on active learning tasks learn to work with other people.</p>	<p>Students can learn in a fun way, to increase power students remember, and Can motivate students to maximum so they can prevent students from being lazy, sleepy, day dreaming.</p>	<p>students should reflect themselves, write up, talk, express themselves which ensures that there will be contiguous development in students. student will be more engaged in class, being motivated for topics to be learned, student's work with the topic taught.</p>
2	Disadvantages		<p>Noisy in the classroom as a result of activities caused by active learning can often disrupt</p>	

			<p>the learning the learning atmosphere,can also be making students more inclined to just play and forget assignment mainly for learning.</p>	
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Based on the table above, it can be concluded that active learning have same advantages . They are: students are more likely to access their own prior knowledge, to find personally meaningful problem solution or interpretation and receive more requent and more immediate feedback ,to retrieve information from memory to increase their self-confidence and self-reliance the students to be active than passive, student of the knowledge , has implications for cognitive development and students who work together on active learning tasks learn to work with other people.

Students can learn in a fun way,to increase power students remember, and Can motivate students to maximum so they can prevent students from being lazy, sleepy, day dreaming. students should reflect themselfe, write up, talk, express themselves which ensures that there will be contiguous development in students. student will be more engaged in class, being motivated for topics to be learned,students work with the topic taught.

Then, there are two disadvantages of active Learning. They are: Noisy in the classroom as a result of activities caused by active learning can often disrupt the learning the learning atmosphere,can also be

making students more inclined to just play and forget assignment mainly for learning.

**e. Common Techniques of Active Learning.**

Active learning includes many techniques for inspiring students to have independent learning in classroom. Besides, active involvement of students in the classrooms, encourage them to work hard and think more deeply about subject matters (Van de Bogart, 2009).

According to the Van de Bogart (2009), personal experience and discussion of students about their lessons, help them to reasonably solve their assignment problems and also improve their common understanding of the lessons.

Following are three common active learning techniques (pair share, group work and questioning) which enable student to understand the subject in a better manner.

1) Pair Share

Pair share techniques is one of the effective active learning techniques where students solve their problems by sitting and working together. This technique allows students to share some questions with each other and solve their problems together (Van de Bogart, 2009).

Pair share is an opportunity for students to think or talk about topics in the class. The instructors mention an issue or problem and then give 30 seconds or one minute to the students to make an answer. After 30 seconds students have 3 to 5 minutes to describe their answers consequently. Because, it takes about 4 to 6 minutes therefore, it is recommended to be done one or two times in each class session (Fink, 2003).

According to, As Lyman (1992) claims that think pair share and write pair share methods are simple ways to make students to talk about their lesson.

## 2) Group Work.

Group work is another active learning technique which should be considered. In group work each member of group has responsibility to work together to accomplish a given task. Usually, each group consist 2-5 members where they can share their prospective about an issue or topic (Raja, 2012).

Furthermore, it is more satisfying for students to work in a group because it enables them to learn more. As well as working in a group where students are dependent to each other is an effective way to remind students about their social needs (Alemu, 2010).

In addition there are small group techniques that can be used with very less effort and risk (Bonwell, 2000). Group work and pair work have proper consensus when it is used combined with other methods (Raja, 2012). It means that, variety in teaching method has positive results.

## 3) Questioning

Questioning is an easy technique which help students to actively participate in the teaching-learning process. In this technique questions are asked during lecture in order to challenge students to pay attention for understanding the course materials (Black et al. 2003).

There are some commonly used techniques of questioning which are found to be effective such as: paying attention on small area of the class and waiting for a volunteer student to answer the question, meanwhile after posing the question pause for 15 to 30 seconds which is based to the cognitive complexity of the problem (Black et al. 2003).

Research attended by Alemu (2010) indicated that the active learning activities such as, open type questions, group work and other activities were rarely used by the lecturers in the classrooms. Mostly students did not have discussion and interaction between

each other therefore; their activities were recalling the fact or information without understanding and analysis the content.

In addition, research attended by Karlsson (2005) in Afghan primary schools indicated that teachers mostly used the close ended question which wants from students to recall a fact or give answers by yes or no as response. Mostly teachers first pointed the students and then putted the question instead of first putted the questions and then selected from the students who was volunteers to responds.

According to G. Gibbs and M. Coffey, there are several techniques in promoting active learning in class activities, they are:

- a. Brainstorming
- b. Think pair share
- c. Jigsaw
- d. Role playing, drama, simulation
- e. Discussion
- f. Debates
- g. Problem based learning
- h. Case studies
- i. Peer teaching

#### **f. Relation of Active Learning and ECAFE Learning**

Students who are active learners are more engaged and have enjoy. Compared to passive learners they are more successful in finishing their studies. To learn actively, we need to make sure that teaching enables this.

The main purpose of active learning is that learning can be fun students and motivate them to master the most lessons saturate (Siberman, 2006: 32). Activities that require students to actively participate so students can knows, understand and be able to participant to practice what that hass been learned.



Then, according to Hosnan (2014:210) active learning model develop to achieve strength there are three objectives, that is:

- 1) Able to enjoy students and motivate them to mastering saturating lesson.
- 2) Demanding students participate in the learning process take place.
- 3) Active learning is not solely used for take information only, indicated that students actively ask questions and hold opinions actively through the process learning.

### **3. *ECAFE* Learning**

#### **a. Definition of *ECAFE* Learning**

*ECAFE* one of teacher strategy to make students active used English language. To make the teaching learning process run well and enjoyable for the students, the teacher should be plan in such a way by considering the objectives, time allocation, and classroom space (Harmer, 2007: 131).

In addition, Bobbi in Leni (2017 : 2), Fun Learning is strategy use for create area active study, apply curriculum, convey the material, abridging learning process to effected performance the students betterment experience.

From this theories above, in teaching learning if the students apply fun learning and enjoyable learning it can make the students actively in learning. Then can make effected performance the students betterment experience. From enjoyable and fun learning can make new strategy for to be make students active. Teachers have to create communicative activities in the classroom to enhance students to speak (It implements what Teach International, 2004: 168). The activities should stimulate students, are fun and can reinforce learnt structures. The activities should have purposes and always be adapted to suit the particular group of the students, match their levels, ages and interests.

Furthermore, Refnita (2018:184) *ECAFE* (English Communication Activity for Fun and Enjoyable) Learning is a strategy which was designed to make students actively use English. Through *ECAFE* Learning, students practiced English through communicative activities. The activities in *ECAFE* Learning were designed to engage the students to speak in an enjoyable learning process.

The teacher's ability to design various communicative activities is unquestionably needed to give the chance to her/his students to practice their English. In addition, Harmer (2007: 131) says that to make the teaching learning process fun well and enjoyable for the students, the teacher should plan it in such a way by considering the objectives, time allocation, and classroom space.

Based on the theory above, we conclude that *ECAFE* Learning is a program study teaching fun and enjoyable in the class for to improve English language skill a students. In *ECAFE* Learning students practiced English and the students to speak in an enjoyable learning process. *ECAFE* Learning related with Active Learning. It means to make students active in the class at learning process.

#### **b. Strategy of *ECAFE* Learning**

Oxford online dictionary defines strategies as plan of action designed to achieve a long-term or overall aim. Strategy as a particular method of approaching a problem or a task, a mode of operation for achieving a particular end, or a planned design for controlling and manipulating certain information (Brown, 2007:119). Then, Chamot in Brown gives broad definition of strategy as procedures that facilitate the learning task, strategies are more often conscious and goal driven.

The implementation of *ECAFE* Learning was done in her classes and implemented in the extracurricular activity. There were some

communicative activities done in those classes. According to Refnita (2018 :185) strategies for teaching *ECAFE* Learning it is Strip Song, Running Dictation, Talk Show, Mini Drama, Mingle, Promoting Products, Predicting Story, Finding Lost Person, and Being an illustrator. The writer carried out each communicative activities as follows:

#### 1) Strip Song

This technique is used to train listening skill and speaking skills. The writer used it to train her students in the topic of song. The teacher distributed the strips of the song lyrics randomly to all students. Then she played the song (Daddy, by Richardo) and asked the students to listen carefully to it. The student who listened that the lyrics of the song which were in the strip she/he had in her hand, was sung by the singer, would run to the teacher's desk and put the strip on it or stick it on the whiteboard. At the end of the activity the teacher and students checked the lyric together and sang the song unisonly, twice or three times.

Then, the activity was continued to the discussion of the song. Finally, them students were asked to show their gratitude to their father by writing one or two short paragraphs about their father or write a poem about him and then read it out to other students. The song en title Daddy is chosen because the writer saw the condition nowadays where some teenagers do not respect to their parents especially their father. They disobey their parents and like to speak impolite to their parents. For these reason, the writer wanted to touch them through the son. The character building was developed through this activity is respectful and honest. Moreover, literacy is also develop through listening to the song lyric and writing about their own father.

## 2) Running Dictation

This technique is also used through the material about the song lyric. In this technique the teacher used the song “What a Wonderful World” by Louis Armstrong. The teacher grouped the students based on their seating rows. Then she asked each group to choose one of them to be the writer who will write the lyric on the board. Then, the teacher posted the lyrics of the song on the wall and asked them, in turn, to run to the lyrics and read the lines and whisper it to the writer.

The writer then wrote the lyrics she/he heard on the board. The teacher set the time. After all lyrics have been written on the board, the teacher and the students checked it together. Then the activity is continued to watching the video of the song. After watching the video, the students are asked to answer some questions about the video. The activity then was continued to the discussion about the situation of the environment in the video compared to the situation of the environment nowadays and find the solution of the problems. Students then written the problems and the solutions on the cardboard and stick on the wall. Then she told students to do gallery walk. Each group had to assign one or two students to stand in their gallery and explain to their guests the result of their discussion. While other members walked around to visit others’ gallery and listened to the explanation. The class, then, decided the best group which had the great solution of the problem.

From this activity, the teacher could build students’ character building. They are environmental awareness, respect, collaboration, and honest. In addition, critical thinking, collaboration, creativity, and communication also implement through this activity. Moreover, literacy and applying higher

order thinking skills (HOTS) in teaching and learning and assessment also arose through this activity.

### 3) Talk Show

This communicative activity was adapted from the talk shows on the television. The students worked in a group of four and the teacher distributed the role cards. The teacher and the students discussed about the role of the host, and the guest speakers. The teacher provided the topics about the environment, by writing them on them on the boards, and then she asked them to find the resources about the topic their group interested in. After that, she asked them to discuss and prepare their presentation. From this communicative activity the students can train some basic competence such as introducing, giving opinion and recommendation, intention and other kinds of expressions that they have learnt before.

Through this activity, there some character building could be developed through working together such respectful, and honest. Moreover through activity students' critical thinking, creativity, collaboration, and collaboration could be improved. Since before presenting their talk show students are preparing their material well, literacy aspects could not be denied. In short, through this kind of activity, almost all aspects of curriculum demand could be reached.

### 4) Mini Drama

This technique was used to train the students with some basic competences such as asking and giving opinion, giving suggestion and recommendation, and expression of hope and wish. The students worked in groups and created a mini drama using those expressions. The teacher monitored while the students needed. When they were ready, the teacher asked them to perform their mini drama in front of the class.

To link with the curriculum demand, through this activity the students' character building such as working together, respectful, and hard work could be built beside literacy where they have to prepare the script beforehand. In presenting their mini drama, students will have their own way to make it interesting presentation. This effort corresponds to 21 st century skills as the 2013 curriculum demand, such as collaboration, creativity, critical thinking, and communication.

#### 5) Mingle

This activity is done at the second or third meeting after the students analyze the report text and know the social function, generic structure, and the linguistic features of the report text. There are some procedures in applying this technique such as firstly, teacher prepared stick notes about names of animals for each of the students. Then, she stuck the note on each of the students' back. After that she prepared students with list of questions to be asked such as:

- a) Does my animal live on land/ ocean/ trees/ mountains/ savanna
- h
- b) Is my animal a reptile/an amphibian/a mammal
- c) Is my animal carnivore/herbivore?
- d) Does my animal have a tail?
- e) Does my animal have four legs?
- f) Is my animal fierce?
- g) Is my animal wild/tame?
- h) Does my animal have fur/feather/scale/skin?
- i) Does my animal live in a colony?
- j) Does my animal lay eggs?

Students noted the questions and asked their friends about what animal he/she is. One student might ask only two questions to each of his/her friends and then found another friends to be asked until all questions answered. While the students did the activity, the teacher monitored it. The students, then, sat in a group of five and guess what animal she/he had based on the information that she/he has got.

The student guessed the animal based on the information from their friend. The students who could not guess the animal, keep asking the questions in the group until she knew the animal. Then, they students wrote the report text about the animal based on the information that they have collected. As the follow up activity, the students stuck their writing on the wall and every student had to go around to edit their friends' writing. They then revised their writing based on their friends' editing. During the process, the students consulted their writing to the teacher and decorated their writing with pictures and colorful pencils. Finally, the compiled their writing into a book entitled 'The Encyclopedia of Animal'. This activity could be as the students' project for the semester and could be done during teaching and learning process and out of the class.

Through this activity the teacher could build students' character building, creativity, critical thinking, collaboration and communication. Moreover, literacy is also built since the students are asked to find more information about the animal that they are going to write through reading.

#### 6) Promoting Products

This activity was used to train the students with basic competence of Advertisement. Through this activity the students practiced how to promote a product. The students worked in pairs. The teacher put some empty products (shampoo bottle, drink can, soap, syrup bottle, etc) in a dark plastic bag. Then she asked them

to take one product and promote the product to his/her partner. While the students prepared their presentation, the teacher monitored the activity and gave helps if necessary.

Character building could be built through this activity such as collaboration and honest. Moreover, critical thinking, creativity and communication are also accured in this activity.

#### 7) Predicting Story

This activity was used to train students to be competent in telling stories. The teacher began the activity by showing some pictures and sticked them on the whiteboard randomly. Then she asked them to predict the story, based on the random pictures and after that, in groups, rearranged the pictures to make a good story. Next, the teacher told the story and the students listened. After the teacher told the story, the class, as a whole, decided which group had similar story with the story told by the teacher. At last, the teacher asked the students to retell the story.

This activity could enhance students' critical thinking, creativity, collaboration and communication. In addition, character building such as self confidence and respect.

#### 8) Finding Lost Person

This communicative activity was used to train the students in describing. The teacher divided the class into two groups, the first group will be the one who lost their family member and the other will be someone who found the missing person. The teacher first aroused the students' knowledge about what they woulddo if they had lost their family member and then the teacher and her studentsmade a dialog about the situation and asked the students to practice the dialog.

Then, the teacher distributed a picture card to each of the first group member andasked them to keep the description of the



boy/girl in mind. The teacher told the students that the one in the picture was the students' missing sister/brother. Then, she took the cards back and gave randomly it to each of the second group member and told them that they had found the missing person. Again, the teacher asked the students to memorize the description of the boy/girl in the picture and hid the picture on their back. Then the teacher asked them to stand in front of the class or around the class, facing each group, and asked the first group to ask the second group about their losing brother or sister. The couple(s) who could match the description with the picture would be the winner. The point was the students had to find the one who held the picture of his/her lost sister/brother

#### 9) Being an illustrator

This technique was also used to train the students with Descriptive Texts. The teacher asked the students to work in pairs and sat face to face. The teacher told the students that one of them will be the one who had met a strange person and the other would be the one to illustrate or sketch or draw the picture based on the description given. Then, the teacher distributed the pictures of a famous person to one of them and asked them to describe the picture while their partner drew the picture based on the description given. After they finished with the drawing, they had to stick the picture on the wall. Then all students were asked to go around the class and gave a star sign to the drawing which matched the picture. The illustrator who got the most stars would be the winner. Through this activity, the teacher could improve students' character building such as cooperation, honesty, and curiosity. Moreover, critical thinking, creativity, collaboration, and communication also can be developed through this technique.

Based on the strategy that have been mentioned, it conclude the students must active in the class they must understand about the

generic structure the material and can appear in front of class about the result of their assignment.

#### **4. Running Dictation**

##### **a. Definition of Running Dictation**

Running dictation is one of the *ECAFE* Learning strategy. According to Refnita (2018 :185) strategies for teaching *ECAFE* Learning it is Strip Song, Running Dictation, Talk Show, Mini Drama, Mingle, Promoting Products, Predicting Story, Finding Lost Person, and Being an illustrator.

In addition to Wan Chai (2011: 58) Running dictation is an activity for pupils who enjoy moving around and working in teams. They have to read and memorise a short text, tell the phrases / sentences to the other group member who will write down the text. Running dictation is also called wall dictation since a short printed text is usually posted on the wall.

In addition, Alex (in Chiang, 2004: 4) Running dictation is a fun reading, listening, and writing that first learned about from classic book *Dictation: New Method, New Possibilities* by Paul Davies and Mario Rinvolueri Pupils worked in groups of five to six. One member was responsible for writing the text while other members took turns to read out the text sentence by sentence. Another opinion, Running dictation may help the students to have some fun and also using some skills like speaking, listening and writing during reading (Faridatul, 2018:11).

Dictation as a tool for language learning has been around for a very long time (Milne, 2014:1). Milne said that he sure that many of you remember doing traditional dictations 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.

I can be conclude that, Running Dictation is an activity for pupils who enjoy moving around, working in teams fun in reading,listening and writing.

#### **b. Advantages of Running Dictation**

There are some advantages by using running dictation in teaching English. According to 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 skills 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.

In other opinion, Milne in Durroh (2018: 12) there are some advantages of using running dictation in theclass:

- 1) It can easily be transferred from the ESL to the literacy class which the students become the centre of the class and successfully facility the students by variety of learning styles. Running Dictation can be used to teach reading by using body movement so that it can make the students become the centre to do it.
- 2) It can be used as a time tested activity with the proven value. Running dictation can be used to test the students' ability in their fluent of reading, their understanding of the text.
- 3) It is included the multi skill activity which integrates the macro skills like reading, writing, listening and also speaking. Running dictation is a kind of activity that students should read the text and speak it to the students and the last students should write it. Absolutely, running dictation cover the macro skills of the students.

- 4) It is easy to be prepared in the class. The teacher only needs to make a group of students and ask them to run, then read the text which has been stuck on the wall and dictate the students who write the text. Absolutely, the teacher will be easily to prepare the media and also the stages to be done by using running dictation.
- 5) It only needs the cheap resources like a pen, a piece of paper and some sticky tape. There are some things that needed to support the media in running dictation as the text is stuck on the wall, so the teacher needs some sticky tape and also to write the text, the teacher need a paper and also pen. Surely, those things include the cheap resources.
- 6) It can make the students are more engage, fun and relevant for them. As stated before, running dictation is a technique that includes a game. Absolutely, running dictation can be used to make the students engage and having the fun class since they do running dictation.
- 7) The variations of activity will make the teachers can focus on different skills during running dictation do. There are some activities in doing running dictation like reading, speaking, listening and also writing. Therefore, the teacher may easily cover all those skills in one time of doing running dictation.
- 8) It is very easy to adjust the level of difficulty up or down. The teacher may easily choose the level of difficulty in doing running dictation.
- 9) It's inclusive. In the mixed ability classes, students can take some part activity at the same time if the teacher prepares the easier and harder types of texts.

In addition, Davis & Rinvoluceri ( 1998: 1-8) that there are some advantages of using running dictation in the class:

- 1) The students are active during the exercise
- 2) The students are active after the exercise
- 3) Dictation leads to oral communication activities
- 4) Dictation fosters unconscious thinking
- 5) Dictation copes with mixed-ability groups
- 6) Dictation deals with large groups
- 7) Dictation will often calm groups
- 8) Dictation is safe for the non native teacher
- 9) For English, it is technically useful exercise
- 10) Dictation gives access to interesting text

**c. Disadvantages of Running Dictation**

There are some disadvantages by using running dictation in teaching English. According Madsen (1983:117) state that there are many advantages to use 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, completin, or else test.

The difficulties of dictation task can be easily manipulated by the length of the word groups (or burst, as they are technically called), the length of pauses, the speed at which the text is read, and the complexity of discourse, grammar, and vocabulary used in the passage (Brown, 2003:131).

#### **d. Procedure to use Running Dictation**

There are some procedure to use Running Dictation. According to Haemata (2010) divided the procedure to use running dictation into seven stage, there are:

- 1) Put students into pairs all small group, one students in each group is the writer, the students take turns at being the „runner“.
- 2) Put the copies of the text up around the walls of the classroom.
- 3) A runner from each group goes up to their sheet of paper and tries to memorize as much of the text as possible, before running back to their group and dictating the text to the writer.
- 4) For the activity to work, it is important that the runner des not writer r read the text out loud.
- 5) When the writer has finished writing that sentence for the text that the runner could remember, it is the next runner turn, or the runner and writer could swap roles.
- 6) Once the whole text has been dictated, each group discusses and composes a final version of their text, checking for accuracy of grammar, spelling and punctuation.
- 7) The winner can be either the first group finished or the most accurate group, depending on the purpose of the activity.

In addition, The following statements are the procedure in teaching using Running dictation strategy (Victoria, 2008: 1-2) as follows:

- 1) In preparation for this activity, the teacher needs to find and copy a text that is of a suitable level for the class. Make sure the text deals with the content the students are familiar with.
- 2) Divide the class up into groups of 4 or 5, with one student being the designated writer. You also need a ‘runner’, or, alternatively, the other students in the group can take turns at being the ‘runner’.

- 3) Pinup around the classroom walls (or outside in the hallway) as many copies of the chosen text as you have groups of students.
- 4) When you tell the students to start, a runner from each table group goes up to their sheet of paper and tries to memorize as much of the text as he or she can, before running back to their table and dictating the text to the writer. It is important that the runner dictates and does not write, for the activity to work.
- 5) Then, when the writer has finished writing that sentence, a runner from the group runs to the text, and reads and remembers the next chunk of text to bring back to the table.
- 6) Once all the sections of the text have been dictated, the members of the group confer to check the final version of their text for accuracy of grammar, spelling, and punctuation.
- 7) The winners can be either the first group finished or the most accurate group, depending on the purpose of the activity, time of year, etc.
- 8) The final versions can be checked by writing their sentences on the board (one per group, not each group writing their whole text) for discussion with the teacher and other class members as to its accuracy, word choices made, and so on.

## **5. Perception**

### **a. Definition of Perception**

Perception is the thing that can influence someone through something. Perception as a process of receiving the stimulus through the sense to get the conclusion about an object or event (Walgito, 2004: 87). It can be known that perception is a process someone give a stimulus about some objects or some activity. When the students start to think and they can make a conclusion about the activity that we called as perception.

According to Syafwar (2009:68) perception as a process to decide, to organize, and to interpret the stimulation that accepted by individual. In short, perception is same as a sight, how someone look something and how someone can interpret something. In this case, the perception will come after seeing some object or activity like performance of the students. Seeing that activity, the others students can interpret the meaning of the process of the activity.

perception as a process how someone can be selective, manageable and interpret some information and experiences and then can make a conclusion. It means, perception is some view of an object and after that they can interpret the meaning and make a conclusion (Danarjati, 2013:23).

Based on the definitions above, it can be that perception is a point of view from someone based on the activity or performance that they looked. When they looking some performance or activity they will make a conclusion or opinion about that. So, in this case the researcher talk about students' perception on Running Dictation strategy implemented by English teachers.

#### **b. Principles of Perception**

Principles of perception are complexity, proximity, unity and closure (Sobur in Handayani, 2015: 11). In complexity, there is no relation between messages with another message that enter our mind. In proximity, message that physically same each other. In unity, people make perception about everything they see. And in closure, people make perception as a picture that is not complete as a picture that is complete.

According to Slameto in Elsara (2013: 12), there are five basic principles of perception that the teacher need to know and understand. Those principles are as follow:



- 1) Perception is relative not absolute. It means that the teacher can know students' perception toward something if the teacher see the event. The teacher can change his/her perception toward something if she/he see the new event or object.
- 2) Perception is selective. It means that someone perception can select what they should give perception and should not give. They can select before give the perception.
- 3) Perception has arrangement. This principle shows that a teacher must convey the subject systematically in teaching a subject.s
- 4) Perception influence by expectation and readiness. In this case expectation or readiness from someone will influence his/her perception.
- 5) Perception is different both individual and group to another. Every people has their own perception toward something. They rare to have the same perception toward something.

Based on the explanation above, we can summarize that there are nine principles of perception. Those principles are complexity, proximity, unity, closure, relative, selective, has arrangement, influence by expectation and readiness, and the last one is perception is different each other.

### **c. Types of Perception**

Perception can be divided into some types. There are five types of perception, named self perception, environmental perception, learned perception, physical perception and cultural perception (Walter in Handayani, 2015:12). First, self perception is perception that is formed based on the self-esteem, self-concept, and self-efficacy. Second, environmental perception is perception that is formed based on the context or the environment where the information receive. Third, learned perception is peception that is formed around personality, culture, and habit of someone. Fourth,

physical perception is perception that is tangible, for example; how the eyes see and how the brain process when someone give their perception. Last, cultural perception is the largest perceptio because related to our culture and this perception is different from other.

In addition, Richard in Sari (2013: 13), he devided three types of perception that are namely; visual, auditory, and speech. The first, visual perception is perception of visual information and stimuli. In visual perception someone deal with visual object or event. Visual perception is used to see how good something do by other and then we can give the perception based on what we see. The second, auditory perception is perception of information and stimuli detect different kinnds of caustic signals, and to guide difference in accoustic characteristics as their frequency, amplitude, duration, order of occurance and rate of presentation. The last, speech perception is the understanding or comprehension of speech. It means that someone perception is different each other toward their speech.

Based on the explanation above, we can conclude that perception have seven types there are self perception, environmental perception, learned perception, physical perception, cultural perception, visual perception, auditory, and speech perception.

#### **d. Components of Perception**

There are some components of perception that given by experts. According to Walgito

##### 1) Walgito in Promartika (2017:32)

According to Walgito in Promartika (2017: 32) there are three components of perception. They are cognitive, affective and connotative perception. The first component is cognitive component. Cognitive component means perceptual component. Cognitive component includes knowledge, opinion and belief

about an object or event. It is related to someone's perception toward object.

The second component is affective component. It can be called emotional component. This component includes like and dislike sense about an object or event. Like sense is a positive thing. For dislike sense is negative thing. This component indicates direction of attitude that can be positive or negative thing.

The last component is conative component. It is known as action component. This component is related to action tendency toward object of attitude of perception. This component indicates intensity of attitude. The intensity of attitude can be small or big action tendency.

2) Masbow in Tanjung (2015:13)

According to Masbow in Tanjung (2015: 13) argues that three components of perception. First, cognitive component (perceptual component) is component of perception that related to someone's knowledge, opinion and belief toward attitude of object. The second component is affective component (emotional component) is component of perception that related to like and dislike toward attitude of object. The last is conative component (action component). Conative component is component of perception that related to action tendency toward attitude's object.

3) Baron in Byne in Masbow (2009:40)

According to Baron in Byne in Masbow (2009:40) there are three components of perception. First, cognitive is components of perception that related to someone's knowledge, opinion and belief toward attitude's object. Second, affective component of perception is related like and dislike toward attitude's object. The human feeling toward something can positive and negative. And

the last, conative is component of perception that related to actio tendency attitude's object.

**Tabel 2.2**  
**Comperative components of perception**

No	Experts		
	Walgito in Promartika (2017:32)	Masbow in Tanjung (2015:13)	Baron in Byne in Masbow (2009:40)
	Cognitive component includes knowledge, opinion and belief about an object or event	cognitive component (perceptual component) is component of perception that related to someones" knowledge, opinion and belief toward attitude of object	cognitive is components of perception that related to someone's knowledge, opinion and belief toward attitude's object
	Affective component includes like and dislike sense about an object or event	Affective component (emotional component) is component of perception that related to like and dislike toward attitude of object	affective component of perception is related like and dislike toward attitude's object
	Conative component is	Conative component is component of	conative is component of

	related to action tendency toward object of attitude of perception	perception that related to action tendency toward attitude's object.	perception that related to actio tendency attitude's object
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Based on the explanation above, it be conclude that perception have three components. First, cognitive or perceptual. This is good things that relate how person's perception toward attitude's object. In the cognitive components there are three point (knowledge, opinion, and belief). Second, affective or emotional is like and dislike toward something or object and in this case toward teacher strategy. Third, conative or action is action tendency toward attitude object. All of the components was describe about students perception on teacher strategy given by teacher.

## B. Review of Relevant Studies

The researcher has found some researches that have relevance with the problem discussed in this research. First, Refnita (2018) had a research entitle "Enhancing student's engagement in learning English through *ECAFE learning*". She had to see the materials and designed the strategies engage students in learning. There are many techniques that have been applied in *ECAFE Learning* such as Finding Lost Person, Being an Illustrator, Running Dictation, Strip Line, Selling Product, Mingle, Talk Show and TV program. After implementing *ECAFE learning* in the classrooms, it showed that the students are active in learning process and engaged in learning English. It related to this research because this research also told about *ECAFE learning*. But, this research different from the research, he told about designed the strategies to engage students in learning. Meanwhile, this research talks about one of *ECAFE Learning* strategy untile students' perception on Running Dictation strategy at implemented by English teachers.

Second, Putri (2020) did a research entitled “Students’ Perception toward the Implentation of *ECAFE* Learning in teaching English at SMAN 1 Sungayang. In this research about students, perception about *ECAFE* Learning at implemented by English teachers in teaching English. The similarity between their research and this research are both analyzing about perception. The difference between them, this research focused on Running Dictation Strategy. While research that conducted by Putri focused about general description students, perception about *ECAFE* Learning at implemented by English teachers in teaching English.

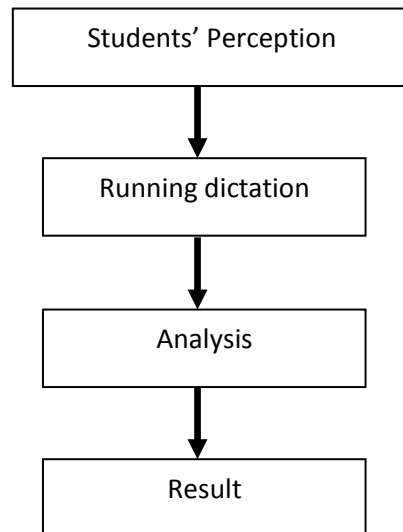
Third, Oktavianika (2018) did a research the effectiveness of Running Dictation Strategy to Teach Speaking at eighth Grade Student of MTs Negeri 3 Boyolali in The Academic Year of 2018/2019. The similarity between their research and this research are both analyzing about Running Dictation. The difference between them, this research focused on students’ perception on Running Dictation strategy implemented by English Teachers. While research that conducted by Putri focused about the effectiveness of Running Dictation Strategy to Teach Speaking.

### **C. Conceptual Framework**

In this chapter, the The research will be conducted in order to know researcher focus his research on students’ perception on Running Dictations strategy at implemented by English teachers. The conceptual framework of this thesis is:

**Figure. 1**

Students' Perception on Running Dictation strategy at implemented by English teachers



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research used descriptive quantitative research that described the thing that is observed as nature. According to Gay, Mills and Airasian (2012:7) quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. Descriptive research is involved collecting data in order to answer questions the current status of the subject or study.

The researcher applied cross-sectional design to get the data. Cross sectional is collect the data only one point in time (Gay, 2012: 184). Related to the nature of descriptive research above, this study conduct a research to answer the question concerning about students' perception on Running Dictation strategy at implemented by English teachers.

#### **B. Population and Sample**

##### **1. Population**

In this research the researcher took the population from the seven grade students of SMP IT Darul Hikmah Pasaman Barat registered in 2020/2021. The population of this research is 65 students. They are divided into three classes, VII Female 1, VII Female 3 and VII Female 4. According to Frenkel and Wallen(2009:91) a population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. According to Sugiyono (2012:117) population is the generalization field that contains object/ subject that has quality and characteristics that has been chosen by the researcher to learn and then make the conclusion. The number of the students can be seen on the table below:



**Table 3.1**  
**Population of This Research**

<b>Class</b>	<b>Population</b>
VII Female 1	22
VII Female 3	22
VII Female 4	21
<b>Total</b>	<b>65</b>

## 2. Sample

Sample is number of population which it was selected from sampling technique. Sample of this research used total sampling. Because population of this research less than 100. According to Fraenkel & wallen (2009:106), in the descriptive research a minimum sample is 100. The sample of this research about 65 students.

## C. Technique of Data Collection

### 1. Research Instrument

The researcher used questionnaire as an instrument to know about “students perception on Running Dictation strategy at Implemented by English Teachers”.

Questionnaire is a technique in collecting data or some written questions that is used to get information and responses from the respondent. According to Sugiyono (2007: 199) questionnaire as one of techniques data analysis that was done by giving a group of written questions of statements to the respondents to be answer. It is suitable for this research because questionnaire can be used if there is a big number of respondents.

In this research the researcher used closed-ended questionnaire. According to Sugiyono (2007: 201) closed-ended questionnaire is questions that need short answer of the respondent just need to choose one answer from the questionnaire. The items of questionnaire developed

based on theories of purpose of Running Dictation. By using closed-ended questionnaire helps the respondents answer quickly and the researcher easy to conduct data analysis later.

The questionnaire constructed by researcher in Indonesia language. Which is used some step to construct the questionnaire. First, the researcher identifying variable of the problem. Second, elaborating variable into sub variable. Third, finding out the indicators of each sub variable. Fourth, finding out the sub indicators of indicators. Fifth, ranking description from each sub indicators into questionnaire items. The last, completing questionnaire with instruction (Arikunto 2005: 135). The questionnaire was distributes to the students on Tuesday, June16, 2021. Which is the total item was 52 items.

In measuring instrument, the researcher use Lickert Scale as basic type to measure questionnaire. Gay, Mills and Airasian (2012:157) states that Likert Scale is aimed to ask individual to respond to a series of statements. The scale is divided into four categorizes. They are Strongly Agree (SA) or *Sangat Setuju (SS)*, Agree (A) or *Setuju (S)*, Disagree (D) or *Tidak Setuju (TS)*, and Strongly Disagree (SD) or *Sangat Tidak Setuju (STS)*.

The questionnaire contain either positive and negative statements. Each response will associated with a point value, and students' score were determined by summing the point values of each statement. The score can be explained in the table below:

**Table 3.2**  
**The Score for Categories Statement**

Categories	Statement	
	Positive	Negative
Sangat setuju	5	1
Setuju	4	2
Ragu-ragu	3	3
Tidak setuju	2	4
Sangat tidak setuju	1	5

To create a good questionnaire, it should have validity. For more explanation about it, is discussed as follow:

#### 1) Validity

Validity is the most important characteristic of a test in order to get the appropriate of data collection. According to Gay, Mills and Airasian (2012:160), validity refers to the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores. Validity is, therefore, “the most fundamental consideration”. In this case the researcher used questionnaire in collecting the data, so questionnaire arrange must measure what the purpose is to measure. Therefore, the researcher measured students’ perception on Running Dictation strategy at implemented by English teachers.

Technically the content validity testing can be help by using table specification (Sugiyono, 2010: 129). After the research instrument is complete, the researcher wasask three validators to validate the instrument by attaching an application letter willing to be a validator, validation sheet, table of specification of the instrument, and research in strument. Then, the researcher was collect the instrument from validators.

There are several suggestions was give by the three validators. Then, the researcher revised the questionnaire in accordance with the suggestions of the validator.

The researcher used the Aiken's V formula in Hendryady (2017: 173) to calculate the content-validity coefficient based on the results of evaluating three validators for an item in terms of the extent of the item. Represents the measured construct. The following is the Aiken formula that researchers use:

$$V = \sum s / [n (C - 1)]$$

$$S = R - lo$$

Where:         $l_o$  = Lowest scoring rate  
                    $C$  = Highest score  
                    $R$  = The number given by the validator  
                    $n$  = Number of validator

The validity of this instrument in general after used *Aiken's* formula is 0.75 (moderate validity). This instrument can already be considered to have adequate content validity. For more detail calculation, see appendix 5.

## 2. Research Procedures

This research was conducted by applying several steps. There are preparation, operation, and post operation.

### a. Pre-paration

- 1) Finding the problem of research
- 2) Collecting the theories supporting the problem of the research
- 3) Writing a proposal
- 4) Consulting with the Advisor
- 5) Revising the proposal
- 6) Selecting of participant and measuring instruments
- 7) Having seminar proposal
- 8) Revising proposal

### b. Operation

- 1) Making questionnaire
- 2) Consulting the questionnaire with validators
- 3) Revising the invalid questionnaire
- 4) Giving the questionnaire to the sample of the research
- 5) Collecting the questionnaire from the sample of the research

### c. Post-operation

- 1) Analyzing the data
- 2) Discussing research finding with the advisor
- 3) Drawing the conclusion and the suggestion
- 4) Writing the research report

#### D. Technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis. In this technique, the data analyzed by several steps:

1. Collecting the questionnaire from respondents
2. Checking and calculating respondents score and calculating total score
3. Determining table of frequency, starting from the lowest score to the highest
4. The next categorizing. Then, for frequency the reseacher calculated how many answer of respondents based on the interval and table of frequency. Checking and calculating percentages of school personnels' answer for each option by using formula that suggested by Sudijono (Sudijino, 2014:45)

$$P = F/N \times 100\%$$

Where :

P = Percentage

F = Frequency

N = Number/ total of students

5. For interpreting the result of the questionnaire, the researcher used the categories of interest and attitude suggested Djemari et.al in Sari (2013:32) as follow:

**Table 3.3**  
**Data Interpretation**

<b>Class Interval</b>	<b>Interpretation</b>	<b>F</b>	<b>%</b>
$\geq (0.80 \times \text{max score})$	<b>Strongly positive</b>		
$(0.60 \times \text{max score}) - (0.80 \times \text{max score})$	<b>Positive</b>		
$(0.40 \times \text{max score}) - (0.60 \times \text{max score})$	<b>Negative</b>		
$< (0.40 \times \text{max score})$	<b>Strongly Negative</b>		

6. Drawing conclusion based on the result percentage

The drawing conclusions the researcher found based on the data that the researcher get after analyzing, interpreted of the data and showed the histogram.

**CHAPTER IV**  
**RESEARCH FINDING AND DISCUSSION**

**A. Research Findings**

**1. Data Description**

This research is descriptive quantitative research and the data collected by using questionnaire that was distributed to the students to get information students' perception on *Running Dictation* strategy at implemented by English teachers. The number of sample was 65 respondents from 3 class of SMP IT Darul Hikmah Pasaman Barat. This research was conducted on June 16<sup>th</sup>-25<sup>th</sup>.

The following is a score of students' perception on Running Dictation strategy implemented by English teachers. The score can be seen in the table below:

**Table 4.1**  
**Score of Students' Perception On *Running Dictation* Strategy Implemented By English Teachers**

<b>No</b>	<b>Respondent</b>	<b>Score</b>	<b>No</b>	<b>Respondent</b>	<b>Score</b>
1	R.1	177	34	R.34	221
2	R.2	201	35	R.35	218
3	R.3	216	36	R.36	188
4	R.4	203	37	R.37	226
5	R.5	182	38	R.38	214
6	R.6	218	39	R.39	217
7	R.7	204	40	R.40	191
8	R.8	209	41	R.41	218
9	R.9	200	42	R.42	174
10	R.10	227	43	R.43	216
11	R.11	219	44	R.44	214
12	R.12	224	45	R.45	218
13	R.13	173	46	R.46	220
14	R.14	190	47	R.47	219
15	R.15	224	48	R.48	221
16	R.16	223	49	R.49	200
17	R.17	218	50	R.50	223

No	Respondent	Score	No	Respondent	Score
18	R.18	187	51	R.51	168
19	R.19	204	52	R.52	218
20	R.20	228	53	R.53	212
21	R.21	214	54	R.54	226
22	R.22	225	55	R.55	150
23	R.23	228	56	R.56	212
24	R.24	225	57	R.57	223
25	R.25	221	58	R.58	216
26	R.26	220	59	R.59	218
27	R.27	229	60	R.60	224
28	R.28	226	61	R.61	216
29	R.29	226	62	R.62	165
30	R.30	227	63	R.63	222
31	R.31	192	64	R.64	227
32	R.32	223	65	R.65	215
33	R.33	225			
<b>Total score</b>					<b>13718</b>
<b>Mean</b>					<b>211.05</b>

Then, based on the table above, it can be concluded that the highest score is 229 for number of respondents 27 while, the lowest score is 150 for number of respondent 55. Then, the researcher calculated the frequencies table of students' perception on *Running Dictation* strategy implemented by English Teachers was showed by frequency table as follows:

**Table 4.2**  
**Frequency of Students' Perception On *Running Dictation* Strategy**  
**Implemented By English Teachers**

Score	Frequency
150	1
165	1
168	1
173	1
174	1
177	1
182	1
187	1
188	1



Score	Frequency
190	1
191	1
192	1
200	2
201	1
203	1
204	2
209	1
212	2
214	3
215	1
216	4
217	1
218	7
219	2
220	2
221	3
222	1
223	4
224	3
225	3
226	4
227	3
228	2
229	1

Based on the frequency table above, we can conclude that there is one student got the lowest score of 150, and there are one students who got the highest score of 229. Then, the categorizing of students' perception on Running Dictation Strategy implemented by English teachers can be seen follows:

**Table 4.3**  
**Category of Students' Perception On *Running Dictation* Strategy  
Implemented By English Teachers**

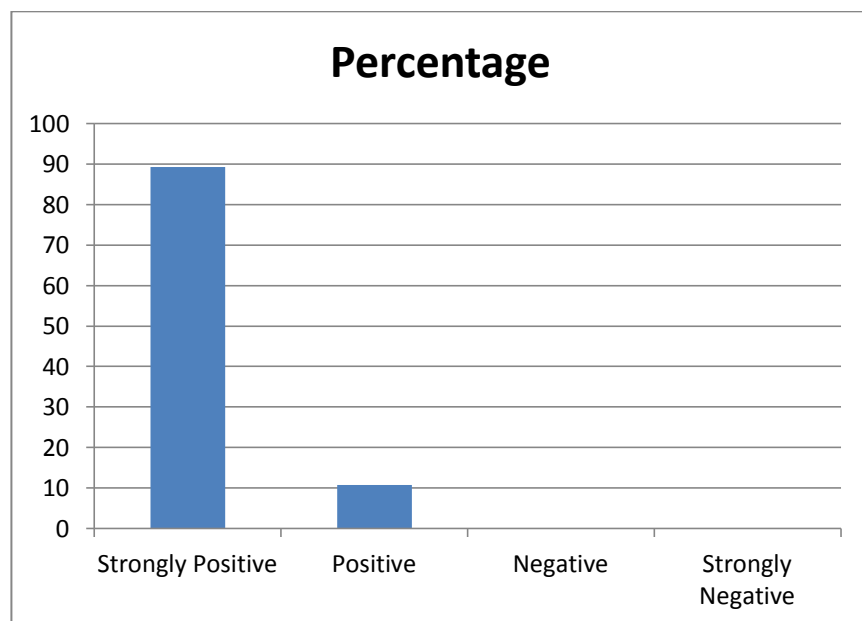
Class interval	F	%	Interpretation
$\geq 183,2$	58	89,23%	<b>Strongly Positive</b>
147,4-183,2	7	10,76%	<b>Positive</b>

Class interval	F	%	Interpretation
91,6-137,4	-		Negative
$\leq 91,6$	-		Strongly Negative

Based on the table above, it can be seen that the perception of the students are strongly positive are (89,23%). Moreover, the histogram can be seen as follows:

**Histogram 1**

**Percentage of Students' Score in their Perception On *Running Dictation* Strategy Implemented By English Teachers**



Moreover, the researcher got the intensity of students' perception on *Running Dictation* strategy implemented by English teacher divided into three components are: cognitive, affective, and connative. The result can be seen the data analysis below.

## 2. Data Analysis

There are three components of students' perception on *Running Dictation* implemented by English Teachers, they are cognitive, affective, and connative. They are 32 items for cognitive, 10 items for affective, and 10 items for connative. The data can be seen as follows:

**a. Students' Perception on *Running Dictation* strategy implemented by English Teacher in term Cognitive Components**

Cognitive component or perceptual is component that related to knowledge, opinion, and belief that is good thing that related how person's perception toward object. The score of students' perception on *Running Dictation* at implemented by English Teachers in term cognitive components can be seen in the table below:

**Tabel 4.4**  
**Score of students' perception on Running Dictation implemented by English Teachers in term cognitive components**

No	Respondent	Score	No	Respondent	Score
1	R.1	109	34	R.34	136
2	R.2	119	35	R.35	137
3	R.3	128	36	R.36	119
4	R.4	116	37	R.37	136
5	R.5	107	38	R.38	135
6	R.6	131	39	R.39	122
7	R.7	118	40	R.40	116
8	R.8	127	41	R.41	131
9	R.9	120	42	R.42	109
10	R.10	136	43	R.43	132
11	R.11	125	44	R.44	136
12	R.12	134	45	R.45	132
13	R.13	109	46	R.46	136
14	R.14	111	47	R.47	130
15	R.15	136	48	R.48	131
16	R.16	136	49	R.49	105
17	R.17	131	50	R.50	134
18	R.18	117	51	R.51	105
19	R.19	127	52	R.52	128
20	R.20	136	53	R.53	123
21	R.21	135	54	R.54	131
22	R.22	139	55	R.55	90
23	R.23	136	56	R.56	134
24	R.24	138	57	R.57	136
25	R.25	138	58	R.58	133
26	R.26	137	59	R.59	133
27	R.27	137	60	R.60	137

No	Respondent	Score	No	Respondent	Score
28	R.28	136	61	R.61	137
29	R.29	135	62	R.62	97
30	R.30	137	63	R.63	136
31	R.31	103	64	R.64	144
32	R.32	135	65	R.65	131
33	R.33	132			
<b>Total score</b>					<b>8283</b>
<b>Mean</b>					<b>127,43</b>

Based on the table above, the researcher calculated the frequencies table of students' perception on Running Dictation strategy implemented by English Teachers in term cognitive was showed by frequency table and its table as follow:

**Tabel 4.5**

**Frequency of students' perception on *Running Dictation* implemented by English Teachers in term cognitive components**

Score	Frequency
90	1
97	1
103	1
105	2
107	1
109	3
111	1
116	2
117	1
118	1
119	2
120	1
128	1
122	1
123	1
125	1
127	2
128	2
130	1
131	6
132	3

Score	Frequency
133	2
134	3
135	4
136	12
137	6
138	2
139	1
144	1

Based on the frequency table above, they are 30 items for cognitive and we can conclude that there one students who got the lowest score of 90, and there are one students' who got highest score of 144. Then, the categorizing of students' perception on *Running Dictation* strategy implemented by English Teachers in term cognitive components:

**Tabel 4.6**

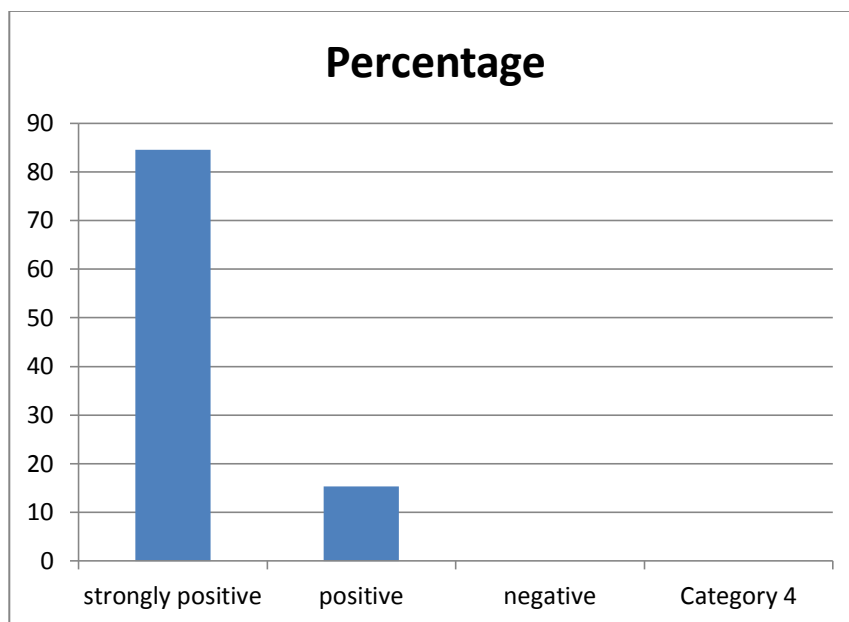
**Category of students' perception on *Running Dictation* implemented by English Teachers in term cognitive components**

Class interval	F	%	Interpretation
$\geq 115,2$	55	84,61%	Strongly Positive
86,4-115.2	10	15,38	Positive
57,6-86,4	-		Negative
$\leq 57,6$	-		Strongly Negative

From the table above, it can be seen that the perception of students on *Running Dictation* strategy implemented by English teachers in term cognitive components are strongly positive (84,61%). Moreover, the histogram can be seen as follows:

**Histogram 2**

**Percentage of students' Score in their perception on *Running Dictation* implemented by English Teachers in term cognitive components**



**b. Students' Perception on *Running Dictation* strategy implemented by English teachers in term Affective components**

Affective or emotional components is component in component that related to like or dislike toward perception object. The score of students' perception on *Running Dictation* strategy implemented by English Teachers can be seen in table below:

**Tabel 4.7**

**Score of students' perception on *Running Dictation* implemented by English Teachers in term affective components**

No	Respondent	Score	No	Respondent	Score
1	R.1	35	34	R.34	46
2	R.2	38	35	R.35	42
3	R.3	43	36	R.36	37
4	R.4	43	37	R.37	46
5	R.5	38	38	R.38	37
6	R.6	43	39	R.39	48

No	Respondent	Score	No	Respondent	Score
7	R.7	43	40	R.40	37
8	R.8	40	41	R.41	40
9	R.9	40	42	R.42	27
10	R.10	45	43	R.43	41
11	R.11	46	44	R.44	37
12	R.12	44	45	R.45	41
13	R.13	33	46	R.46	43
14	R.14	38	47	R.47	46
15	R.15	44	48	R.48	46
16	R.16	43	49	R.49	47
17	R.17	45	50	R.50	43
18	R.18	33	51	R.51	31
19	R.19	39	52	R.52	45
20	R.20	46	53	R.53	43
21	R.21	39	54	R.54	48
22	R.22	45	55	R.55	30
23	R.23	45	56	R.56	37
24	R.24	47	57	R.57	42
25	R.25	42	58	R.58	42
26	R.26	42	59	R.59	44
27	R.27	47	60	R.60	44
28	R.28	48	61	R.61	41
29	R.29	46	62	R.62	39
30	R.30	45	63	R.63	45
31	R.31	46	64	R.64	42
32	R.32	47	65	R.65	42
33	R.33	47			
<b>Total score</b>					<b>2724</b>
<b>Mean</b>					<b>41,91</b>

Based on the table above, the researcher calculated the frequencies table of students' perception on *Running Dictation* strategy at implemented by English teachers in term affective was showed by frequency table and its table as follow:

**Table 4.8**  
**Frequency table of students' perception on *Running Dictation* implemented  
 by English Teachers in term affective components**

<b>Score</b>	<b>Frequency</b>
27	1
30	1
31	1
33	2
35	1
37	5
38	3
39	3
40	3
41	3
42	7
43	8
44	4
45	7
46	8
47	5
48	3

Based on the frequency table above, there are 10 items for affective and we can concluded that there are one students who got the lowest score of 27, and there are three students who got the highest score of 48. Then, the categorizing of students' perception on *Running Dictation* strategy at implemented by English teachers in term affective components:

**Table 4.9**  
**Frequency of students' perception on *Running Dictation* implemented by  
 English Teachers in term affective components**

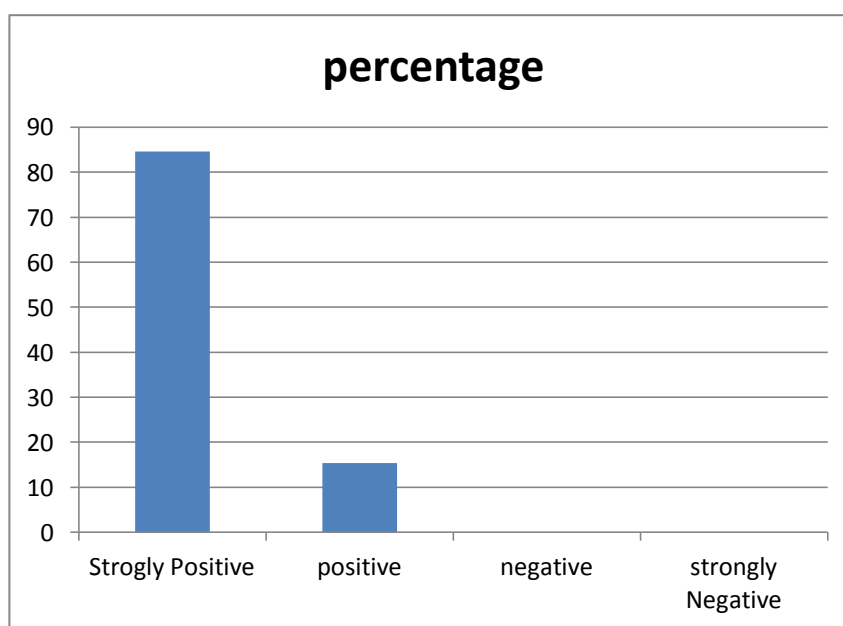
<b>Class interval</b>	<b>F</b>	<b>%</b>	<b>Interpretation</b>
$\geq 38,4$	55	84,62%	Strongly Positive
28,8-38,4	10	15,38%	Positive
19,2-28,8	-		Negative
$\leq 19,2$	-		Strongly Negative



From the table above, it can be seen that the perception of students' on Running Dictation implemented by English teachers in term affective components are strongly positive (84,62%). Moreover, the histogram can be seen as follows:

**Histogram 3**

**Percentages of Students' Score in their perception on *Running Dictation* implemented by English Teachers in term affective components**



**c. Students' perception on *Running Dictation* strategy implemented by English teachers in term conative components**

Conative or Action component that related to action tendency toward attitude's object. The score of students' perception on Running Dictation strategy in implemented by English Teachers in term conative can be seen in the table below:

**Tabel 4.10**

**Score of students' perception on Running Dictation implemented by English Teachers in term conative components**

No	Respondent	Score	No	Respondent	Score
1	R.1	33	34	R.34	39
2	R.2	44	35	R.35	39
3	R.3	45	36	R.36	32

No	Respondent	Score	No	Respondent	Score
4	R.4	44	37	R.37	44
5	R.5	37	38	R.38	42
6	R.6	44	39	R.39	47
7	R.7	43	40	R.40	38
8	R.8	42	41	R.41	47
9	R.9	40	42	R.42	38
10	R.10	46	43	R.43	43
11	R.11	48	44	R.44	41
12	R.12	46	45	R.45	45
13	R.13	31	46	R.46	41
14	R.14	41	47	R.47	43
15	R.15	44	48	R.48	44
16	R.16	44	49	R.49	48
17	R.17	42	50	R.50	46
18	R.18	37	51	R.51	32
19	R.19	38	52	R.52	45
20	R.20	46	53	R.53	46
21	R.21	40	54	R.54	47
22	R.22	41	55	R.55	30
23	R.23	47	56	R.56	41
24	R.24	40	57	R.57	45
25	R.25	41	58	R.58	41
26	R.26	41	59	R.59	41
27	R.27	45	60	R.60	43
28	R.28	42	61	R.61	38
29	R.29	45	62	R.62	29
30	R.30	45	63	R.63	41
31	R.31	43	64	R.64	41
32	R.32	41	65	R.65	42
33	R.33	46			
<b>Total score</b>					2711
<b>Mean</b>					41,71

Based on the table above, the researcher calculated the frequencies table of students' perception on Running Dictation strategy implemented by English teachers in term conative was showed by frequency table and its table as follow:

Tabel 4.11

Frequency table of students' perception on *Running Dictation* implemented by English Teachers in term conative components

Score	Frequency
29	1
30	1
31	1
32	2
33	1
37	2
38	4
39	2
40	3
41	12
42	5
43	5
44	7
45	7
46	6
47	4
48	2

Based on the frequency table above, there are 10 items for conative and we conclude that there is one students' who got the lowest score of 29, and there are two students' who got highest score of 48. Then, the categorizing of students' perception on *Running Dictation* strategy implemented by English teachers in term conative components:

Tabel 4.12

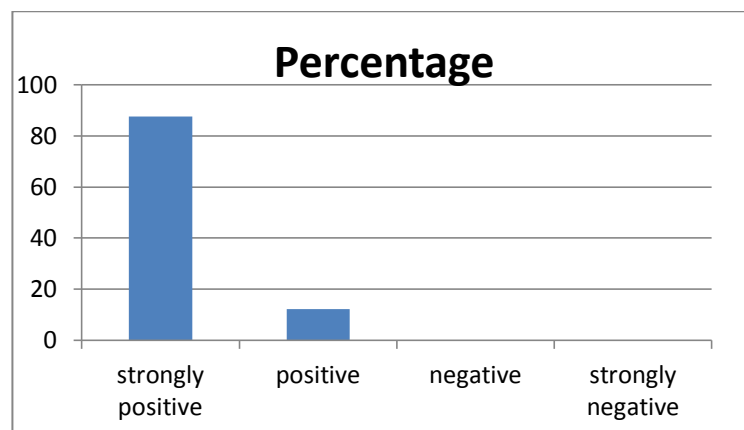
Category of students' perception on *Running Dictation* implemented by English Teachers in term conative components

Class interval	F	%	Interpretation
$\geq 38,4$	57	87,69 %	Strongly Positive
28,8-38,4	8	12,30%	Positive
19,2-28,8	-		Negative

<b>Class interval</b>	<b>F</b>	<b>%</b>	<b>Interpretation</b>
<b><math>\leq 19,2</math></b>	<b>-</b>		<b>Strongly Negative</b>

From the table above, it can be seen that the perception of students' on Running Dictation implemented by English teachers in term conative components are strongly positive (87,69%). Moreover, the histogram can be seen as follows:

**Histogram 4**  
**Percentages of students' Score in their perception on *Running Dictation***  
**implemented by English Teachers in term conative components**



## B. Discussion

Based on the data analysis about students' perception on *Running Dictation* strategy implemented by English teachers, it is found that students' perception on *Running Dictation* strategy implemented by English teachers more percentage in strongly positive . There is a Likert Scale to describe it. Namely, strongly positive, positive, negative, and strongly Negative.

Related to explanation of expert above, after analyzing the data about students' perception on *Running Dictation* strategy implemented by English teachers. It was found that 89,23% strongly positive and 10,76%positive. It can be seen that, the highest percentage in strongly positive. It means that the students' perceive or accept a learning used *Running Dictation* strategy with their group and they perceive it was good for them.

In having perception on *Running Dictation* strategy, there are three components. They are cognitive component, affective component, and conative components. It is supported by Walgito (2017:32);

First, cognitive component. After analyzing cognitive component of students' perception on Running Dictation strategy. It was found that 84,62% strongly positive and 15,38% positive. It means that the students' had good strategy in learning at teachers implemented Running Dictation strategy and it gave contribution in improving their knowledge about how do they create their teamwork, managing risk, etc.

Second, affective component. After analyzing cognitive component of students' perception on Running Dictation strategy. It was found that 84,61% strongly positive and 15,38% positive. It means that the most of students like that by learning used Running Dictation strategy implemented by English teachers.

Third, conative component. After analyzing cognitive component of students' perception on Running Dictation strategy. It was found that 87,69% strongly positive and 12,30% positive. It clears that they active in learning used Running Dictation strategy.

Based on explanation above, students' perception on *Running Dictation* implemented by English teachers in cognitive, affective, and conative term had strongly positive. It means that, Running Dictation strategy give advantage for the students', and recommended to use Running Dictation strategy and also give contributions for them.

It is supported by , by Refnita (2017) implementing *Running Dictation* strategy very good impact could be reached such as: students were more active in learning English, they moved, spoken, smile during the activity which made teaching learning process run in enjoyable learning and students' self confidence to use their English was also increase.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research analysis above, the researcher concluded that the students' perception on *Running Dictation* strategy implemented by English teachers are strongly positive (90,76%), and positive (9,23%). From the percentage it be concluded, students' perception on Running Dictation strategy at implemented by English teachers more percentage in strongly positive (90,76). Running Dictation strategy give advantage for the students', and recommeded to use Running Dictation strategy and also give contributions for them.

This research also answered the specific research question as follows:

1. The perception of students' on *Running Dictation* strategy implemented by English teachers in term cognitive component are strongly positive and positive.
2. The perception of students' on *Running Dictation* strategy implemented by English teachers in term affective component are strongly positive and positive.
3. The perception of students' on *Running Dictation* strategy implemented by English teachers in term conative component are strongly positive and positive.

#### B. Suggestion

Based on the result of this research gives some suggestion as follows:

1. English teacher

From the result of the research, the students' perception on Running Dictation strategy implemented by English teachers in general was in strongly positive based on research finding. Therefore, the research would like to give information that *Running Dictation* strategy useful and important the students because make a students active and enjoy at learning process.

2. The students

To the student it is recommended that students apply the *Running Dictation* strategy in learning English. So that, they have felt enjoy in learning used Running Dictation strategy.

3. Next researcher

For the next researcher, it is hoped that he/she can conduct a research on strategy from the ECAFE learning.



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