

ABSTRACT

Sundari, Ita. 2014. *The Implementation of Running Dictation Game To Improve Students Writing Skill at the Eight Grade Students of SMP N 1 JetisPonorogo In The Academic Year Of 2013/2014*. Thesis, English Department of Teacher Training and Education Faculty.Muhammadiyah University of Ponorogo. Advisors: (1) NikenIndriastuti, S.S. M.Pd; (2) RisqiEkantiAyuningtyasPalupi, M. Pd.

Key Words: Writing Skill, Running Dictation Game

Writing is one of important basic language skills used by students in English lesson. However, some of students' writing skill at the eighth grade of SMPN 1 JetisPonorogo in the academic year of 2013/2014 is still low such as the willingness of learners to write. So the importance of helping the students for the writing task well. One of the ways is by using game. Running Dictation Game is a game that often used to make the class life and inject the student fun into the learning.

In accordance to the fact above, the researcher formulated the statement of the problems, they are does and how does running dictation game improve the students' writing skill at the eighth grade students of SMPN 1 JetisPonorogo in the academic year of 2013/ 2014?. Furthermore the researcher has two purposes in this research, there are to find out whether running dictation game improve students' writing skill or not and to find out how running dictation game can improve students' writing skill at the eighth students of SMPN 1 JetisPonorogo in the academic year of 2013/ 2014.

This research used Classroom Action Research (CAR) to apply running dictation game. This subject was the students at the eighth grade students of SMPN 1 JetisPonorogo in the academic year of 2013/2014 that consisted of 25 students. The research was started on October 24th . 25th and November 7th .8th 2013. This research was conducted in two cycles and used three research instruments. They were observation checklist, questionnaire, and test.

The research was done in two cycles. In cycle I, the result of students' observation score was 72. 7%. It showed that during teaching and learning process the students had been good enough. The result of questionnaire score was 69. 4%. It showed that students not enjoying. From the student's test result, there were 21 students can reached and 4 students cannot reach of basic criteria minimum or KKM. It meant that this research had not successful. In cycle II, the students' result of observation checklist was 95. 4%. It showed that the students were more active than before. Questionnaire score was 82. 2%. It showed that the students were very enjoying and more interested in studying English, especially in writing descriptive text. The students' percentage of test who got the minimum score based on KKM was 100%. It meant that the students' achievements were very satisfying and was successful.

Finally the researcher make a conclusion that running dictation technique has many benefits for the activities at the learning process, for example it can be useful for introducing a new theme or topic or to focus on a particular grammatical point and to show students the kinds of spelling errors.

