ELT Echo : The Journal of English Language Teaching in Foreign Language Context

journal homepage: https://syekhnurjati.ac.id/jurnal/index.php/eltecho

FROM RUNNERS TO READERS: HOW STUDENTS PERCIEVE THE USE OF RUNNING DICTATION IN READING COMPREHENSION

Mega Triana[a*], Pratnyawati Nuridi Suwarso[a], Dian Novita Dewi[a]

[a] Study Program of English Language Education, Faculty of Cultural Studies, Universitas Brawijaya, Indonesia

*Corresponding author: Jl. Veteran, Lowokwaru, Malang, East Java, 65145, Indonesia. E-mail addresses: megatriana@student.ub.ac.id

a r t i c l e   i n f o

a b s t r a c t

Most students struggle with reading comprehension, often not meeting the curriculum standards. For this reason, a strategic approach is needed to enhance students' comprehension in reading, which makes them more interested in continuing to learn, one of which is the application of running dictation techniques. Therefore, this research aims to determine students' perceptions of the running dictation technique implemented in the reading comprehension classroom. This research used a quantitative method with a survey approach. A purposive sampling technique was used to select 36 students of tenth graders from one public school in Malang Regency. The questionnaire covers five dimensions, i.e. students' motivation, student's perception of reading comprehension in classroom, students' attitude toward the implementation of the running dictation technique, students' subjective Norms toward implementation of technique, and students' perceived behavioral control towards the implementation of the technique. The result revealed that the mean scores ranged from 2.95 to 3.07, indicating a generally positive perception in all dimensions. The highest average score of 3.07 was for students' attitude toward the technique, indicating they find the technique effective and beneficial. The lowest average score of 2.95 was for students' perception of their reading comprehension. This lower perception suggests that students still struggle with understanding English texts. This should be a concern for teachers to further train students in comprehensive reading with critical thinking so that students can find the implied meaning in each reading.

INTRODUCTION

Knowledge can be obtained from various activities, one of which is through reading. Therefore, reading skills should be developed especially for students. Reading skills are very important because they play many roles in life, one of which is creating students' habit of reading (Anjani & Rina, 2023). Reading ability is a basic skill that students should have to be able to participate in all learning processes. In the learning process, reading is the ability to decode letters and words, to find their meaning in a text (Gee, 2018). This indicates that the task involves gathering data and deriving meaning from sentences or paragraphs that have been read. Trying to recognize the gist of a paragraph, to decipher unclear words, phrases or sentences is part of comprehension, which is a strategy to help readers solve their problems when reading a text (Banditvilai, 2020). The relationship between the written words and how they elicit information from sources other than the text or message is what leads to this comprehension.

Reading comprehension is not a simple matter of recognizing individual words, or even of understanding each word as eyes pass over it (Satriani, 2018), but also leads to the understanding that is built from letters to words, phrases, and sentences. Reading has many

aspects that make it a challenge for students. Comprehension, diction, and orthography are challenging aspects of reading for some students (Suwarso & Praseno, 2022). Other challenges faced by students are a lack of ability to recognize the type of text or structure of the text they are reading, followed by a lack of attention, difficulty with words and grammar knowledge, and difficulty writing the answers (Al-Jarrah & Ismail, 2018). Comprehensive reading is one aspect that influences a student's reading skills. Reading comprehension is a skill taught to children starting in the elementary years of their education. Yapp et al. (2023) acknowledged that reading comprehension is considered one of the important academic skills learned in school because reading comprehension is the construction of meaning from written text. Without the ability to understand written text, students are unable to remember the information they read, which can result in them not understanding the material provided. The most important skill students need to have in reading comprehension is interpreting written material. This is because the main purpose of reading is to find out the thoughts expressed in a reading. By knowing the contents of the thoughts expressed in a reading, students can understand all the material given fluently.

In reality, many students are still struggling to overcome their reading comprehension problems (Satriani, 2018). Satriani (2018) has identified a few of the issues and challenges related to reading, such as low motivation to read, poor reading skills, grammatical errors, inadequate reading methods, and deficiencies in vocabulary and background knowledge are only. This statement is proven through the results of observations made by researchers. In observation activities carried out at one of the public schools in Malang Regency, reading was taught from the first year to the third year. On the curriculum, high school students' reading skills are required to be able to understand the explicit meaning and convey ideas from the text. Al-Jarrah & Ismail (2018) argues that finding the explicit meaning and conveying ideas from the reading text is a difficulty faced when understanding a reading. This can affect students' proficiency in reading comprehension. So, students must be able to understand the content of the reading. In this high school, reading is still taught using traditional techniques. According to Abah (2020), conventional teaching methodologies have often been abandoned because they are inefficient, rigid, and outdated. However, in observing reading comprehension activities in class, this method is still used. Before learning, students are given the task of finding a short text about the sport they like in groups. Then, during the observation, each group presented the results of their work by reading it to the class. After their presentation, the teacher gave short comprehension questions to the students. However, the fact is that some students cannot understand reading well and their reading comprehension is still far from what teachers target. Students' inability to understand reading can be seen from several factors, including less interest in reading activities, less inability to review the contents of a paragraph when the teacher asks, and less vocabularies and knowledge of grammar. If the problem is not resolved by students, it will affect students' comprehension. Reading comprehension is a critical skill in language learning, yet many students continue to struggle with it. Traditional methods often fail to engage students effectively or to address the diverse needs within a classroom. This study explores the innovative application of running dictations, a dynamic and interactive technique, in the context of reading comprehension. For this reason, an approach to teaching reading through new strategies is needed.

It should be noted that the reading-teaching approach is considered an important procedure for developing students' skills (Amin, 2019). Therefore, teachers need to improve their skills, and knowledge and appropriate ideas about effective reading approaches, and need to prepare themselves to utilize their practical experience and knowledge to their students. Many strategies can be applied in reading comprehension activities in class, whether through learning media, learning strategies and techniques, or game-based learning. Various media can be utilized in learning reading comprehension, for example, quizizz, Kahoot, wordwall, etc. Apart from technological media, many activities can still be carried out in class without using technology. Examples of strategies that can be used are mind mapping (Alomari & Alhorani, 2019), jigsaw technique (Handayani et al., 2022), snowball (Meyla, 2021), and running dictation (Naniwarsih & Mulyadi, 2022).

One strategy that can be applied in high school is the running dictation technique. Running dictation is a strategy that can be applied to make learning more interactive. For students who like to move and work in teams, running dictation is a good activity (Ade, 2018). They should read the question out loud, memorize it, and then share it with the rest of the group so they can answer it in writing. Taking dictation is an excellent practice in the classroom because of its many benefits. Some of the benefits that can be obtained are that students can learn from each other to help understand questions, motivate learning students, and students learn to work together in group activities (Nurdianingsih & Rahmawati, 2018). In the running dictation activity, students need four skills at once, namely speaking, writing, listening, and reading, this is a multi-skill activity. By implementing multi-skills, students' motor skills will increase and it can also help them improve their language skills.

According to Nurdianingsih & Rahmawati (2018) running dictation is a teaching method in which students dictate sentences in groups. Each group consists of a writer and runner implementing a game based in a teaching classroom. The game-based method of implementing running dictation will make students interested in participating in learning so that their understanding of the material will be good. Furthermore, Arini & Suwarso (2024) stated the application of games, namely physics communication games, could increase students' interest in learning and understanding. Through running dictation, students' understanding of English language material is expected to increase so that it can improve students' learning outcomes and communication skills. The process of running dictation involves multiple steps: (1) attaching a few copies of the text to the classroom's wall, whiteboard, or chalkboard; (2) There are multiple groups formed by the students. (3) Each student in a group will be a writer, and the other students will be runners; the total number of groups and members of each group depends on the number of students in the class; (4) The first runner must sprint and peruse the wall-mounted copy of the book. Recalling what he has read is crucial. Returning to his group, he/she informs the writer of what he read if he/she can still recall it. (5) The second runner has a turn performing the same task that the first runner completed earlier; the writer must write it accurately. It is also done by the other runners. Every group member takes the original text and revises their work after the other groups have completed it.

Running dictation has begun to be applied in the last few years because many researchers have researched the application of this technique in language learning. The

application of the running dictation technique has various obstacles as explained by Rizki (2019) some students are not interested in learning English using the running dictation technique because they don't like English subjects when students write texts. Some of them have difficulty constructing sentences due to a lack of grammar and lack of practice in daily activities, as well as the teacher's explanations being unclear so students are still confused about what to write. It revealed that the problem with reading comprehension is that students still lack interest in reading and understanding English texts, students have limited vocabulary, their ability to answer questions is still lacking, and they have difficulty finding answers contained in the reading. However, other research conducted by Agustiani & Yulia (2019) stated that all activities in class using running dictation techniques were fun and enjoyable. Moreover, Aprisanti (2021) explains that there is a significant influence on the reading comprehension of students who are taught using the running dictation technique. From this research, it was stated that the effect of implementing running dictation and implementing conventional learning produced very significantly different results. Then, Naniwarsih & Mulyadi (2022) also stated that the application of the running dictation Strategy is very suitable for use and effective in increasing students' motivation in reading comprehension, especially literal reading comprehension. Which also increases their participation in group work to complete reading comprehension tasks. Previous studies have shown that interactive and collaborative learning techniques can significantly enhance student engagement. While numerous studies have explored the benefits and challenges of running dictation in language learning, there remains a significant gap in understanding its specific impact on reading comprehension. Despite the growing body of research on various teaching techniques for reading comprehension, few studies have specifically explored the implementation of running dictation in this context. Previous studies, such as those by Agustiani & Yulia (2019) have highlighted the general benefits of running dictation in language learning, but there is a notable lack of focused research on how this technique affects reading comprehension skills specifically. This study aims to fill this gap by examining the impact of running dictation on students' reading comprehension. Unlike previous research, this study will focus on the students' perceptions of the technique and how it influences their motivation, attitudes, subjective norms, and their perceived behavior control in reading activities. By understanding students' attitudes towards running dictation, this research seeks to provide deeper insights into the effectiveness of this method in enhancing reading comprehension.

Knowing students' perceptions in implementing a learning method is very important to determine their interest in implementing it and for the smooth running of learning. Jumiaty & Kuswoyo (2023) defines that students' perception deals with the students' perceive of their teacher's relation with the personality, attitudes, emotions, experience, and expectations, or the perception of students of the teacher or lecturer in teaching relation to their competence In short, perception is the same as seeing or feeling, how someone sees something and how someone interprets something. In this case, perception will arise after seeing an object or activity such as the student's appearance. By carrying out this activity, students can interpret the meaning of the activity process. By utilizing the Theory of Planned Behavior (Ajzen, 1991), researchers can explore how students construct their perceptions and understanding of the running dictation

strategy in reading comprehension. It is relevant because students' perceptions are influenced by their prior experiences, interactions with the strategy, and their active involvement in constructing knowledge about its effectiveness.

In line with the theory explained in the previous paragraph, teachers must provide strategies that can improve reading comprehension abilities. Apart from the strategies applied, students' opinions regarding these strategies are also very important for smooth learning in class. For this reason, the researcher aims to find out how students perceive using the running dictation strategy which is applied in reading comprehension classes. This research lies in its dual focus on both the pedagogical effectiveness of running dictation and the students' subjective experiences. This approach will provide a comprehensive understanding of how running dictation can be used to improve reading comprehension, thereby offering practical recommendations for educators to enhance their teaching strategies. Based on this explanation and a strong desire to know students' perceptions of these variables, the researcher conducted research entitled "Students' Perceptions of Running Dictation Strategies in Reading Comprehension".

METHOD

In conducting this study, the researcher used a quantitative design with a survey approach. A purposive sampling technique was used to select research subjects of 36 students in the tenth grade of public school in Malang Regency. Sugiyono (2010) in Juita et al. (n.d.) said techniques for determining research samples with several certainty considerations. The questionnaire uses Likert scale items to collect quantitative information. To obtain the data, a questionnaire using a 1-4 Likert scale: Strongly Disagree (D), Disagree (D), Agree (A), and Strongly Agree (SA) was administered to the students. This questionnaire was adapted from Agustiani & Yulia (2019), and Naniwarsih & Mulyadi (2022). The questionnaire consisted of twenty-five closed-ended statements. The statement is made by considering the following indicators; Students' Motivation in learning English (SM), Student Perception about Reading Comprehension in the classroom (SPRC), Students' Attitude toward the implementation of the Running Dictation technique in reading comprehension (SARD), Students' Subjective Norms towards implementation of Running Dictation technique in reading comprehension (SNRD), Students Perceived Behavioral Control towards the implementation of Running Dictation technique in reading comprehension (PBCRD), which shows that the scores of each instrument are reliable and accurate. The indicators that should be observed in the reliability values are Cronbach alpha (α) value, person reliability value, person measure, and valid responses (Azrilah, 2010). The instrument used in this research was validated using exploratory factor analysis (EFA) and reliability testing using Cronbach's alpha. Analysis was carried out using SPSS version 23.0 software. To test construct validity, Exploratory Factor Analysis (EFA) was carried out. The data feasibility test shows that the data is suitable for factor analysis with a Kaiser-Meyer-Olkin (KMO) value of 0.59 and Bartlett's Test shows significant results ($\chi^2 = 509.610$, df $= 300$, p < 0.001). EFA yielded five main factors that explained 63.1% of the total variance. The reliability test using Cronbach's alpha shows that the instrument has good internal consistency with an alpha value of 0.89 for the entire scale is significantly greater than 0.60.

Table 1. Reliability Instrument

Research Instrument	Item (N)	Cronbach Alpha (α)
SM	3	0.7975
SPRC	8	0.752
SARD	5	0.687
SNRD	6	0.828
PBCRD	3	0.720
Total	25	0.892

This shows good internal consistency. The results of constructive validation also show that each questionnaire item has a significant factor loading on the appropriate factor, confirming the construct validity of this instrument for use in the educational field.

Creswell's (2012) in Domingo & Bradley (2018) mention the procedures of obtain the data result, which included data organization, reading, data description, data classification, and interpretation. In addition, the data obtained were analyzed through descriptive statistics usable data is processed in SPSS 23.0. Categorization of research results according to Sugiyono (2018) is based on average and standard deviation. To determine position by calculating the Ideal Mean and Standard Deviation, it can be calculated using the following norm reference.

$Mi = \frac{1}{2} (ST + SR)$

$Sdi = \frac{1}{6} (ST - SR)$

Mi : Mean

Sdt : Standar Deviation Ideal

(Source: Saiuddin, 2007)

For analytical purposes, determining the interpretation interval for average results can be calculated by referring to the following norms.

$C = \frac{R}{K}$

R = H-L

H: Maximum score

L: Minimum score

Here is the scale used to show the level of estimation for students' responses to the questionnaire. 1.00-2.00: Low, 2.00-3.00: medium, 3.00-4.00: high. The results of the findings were displayed in the form of modes (frequencies), means, standard deviations as well as percentages.

FINDINGS AND DISCUSSION

This research aims to identify students' perceptions of applying the running dictation technique to reading comprehension. The statements in the questionnaire represent students' experiences and attitudes towards learning students' reading comprehension in English through running dictation techniques. Hence, descriptive statistics is used throughout the process of data collection that involves the mode (frequency), percentage, mean, and standard deviation to identify the students' perception after implementing the running dictation Strategy, which is elaborated as follows.

Table 2. Students' motivation in learning English

No	Statements	SD	D	A	SA	Mean	Interpt.
1	I am interested in studying English subjects.	2	5	19	10	3.03	High
		5.6%	13.9%	52.8%	27.8%		
2	I am motivated to continue learning English	2	3	19	12	3.14	High
		5.6%	8.3%	52.8%	33.3%		
3	I like reading English text	3	9	15	9	2.83	Medium
		8.3%	27.8%	38.9%	25%		
	Total					3,00	High

Table 2 shows the results of student motivation in learning English in high and medium levels. On average, it can be interpreted as the high level of student interest and motivation in learning English. From the results seen, the highest mean (mean=3.03) shows that the majority of students agree (52.8%) that they are interested in studying English subjects. Students' interest in learning English will make them have a better attitude when participating in learning. Student interest can be interpreted as meaning that they have an interest in developing their abilities in learning English in class. Wang & Derakhshan (2020) emphasize that a strong interest in learning English correlates positively with academic achievements, underscoring how fostering interest in language learning through dynamic activities like running dictation can lead to improved reading comprehension outcomes. By leveraging students' interest in English, educators can effectively integrate engaging learning strategies such as running dictation to enhance students' comprehension skills and overall language proficiency. Having a high interest in learning English, students will be more motivated to learn reading comprehension

Most of the students (52.8%) feel motivated to learn English. When students are motivated, they are more likely to put in the effort necessary to understand and master the material, resulting in better academic performance. Feedback from students in this study indicated that the interactive nature of running dictation not only made the learning process more enjoyable but also more effective, reinforcing the idea that motivation plays an important role in educational success. The findings of this research are in line with Aprisanti (2021) research which strengthens the assumption that student motivation has a significant influence on learning outcomes. The increase of motivation, as evidenced by their feedback, is likely a contributing factor to improved learning outcomes. Purnama et al. (2019) also mention that motivation is one of the most important things in the learning process, without motivation, it will be difficult to achieve learning goals. Motivated students are more engaged, participate actively, and are more likely to retain information, all of which contribute to better academic performance By having a high level of motivation, senior high school students are capable and willing to study English at the next level.

On the other hand, for the lowest mean (mean=2.83), students who have low motivation in reading English texts. There were nine students (27.8%) who disagreed and three students who strongly disagreed (8.3%) to statement that they liked reading English texts. This means that few students struggled with reading English texts. This lack of interest directly impacts reading comprehension and overall language proficiency. The willingness of the students to read English texts influenced their reading ability it is in line with Satriani (2018) mentioned that low motivation and poor reading skills are prevalent issues among EFL learners.

Addressing this challenge requires innovative strategies that can make reading more engaging and relevant to students' lives. Naniwarsih & Mulyadi (2022) mention to overcome students' low reading ability, fun strategies are needed to attract students to learn English. Effective strategies for enhancing reading comprehension include guided reading, using graphic organizers, and incorporating interactive activities such as running dictation, which engages students and reinforces vocabulary and comprehension skills. Incorporating multimedia resources, interactive reading activities, and culturally relevant texts can help increase students' interest and motivation in reading. Purnama et al. (2019) highlight that students' motivation is significantly influenced by their perception of the relevance and applicability of the learning materials. Therefore, teachers should carefully select texts that resonate with students' interests and experiences. Additionally, providing a variety of reading materials, including fiction, non-fiction, and digital texts, can cater to different preferences and help maintain students' interest in reading.

Table 3. Student perception about reading comprehension in the classroom

No	Statements	SD	D	A	SA	Mean	Interpt.
1	I have challenges in reading comprehension class	2	6	20	8	2.94	Medium
		5.6%	16.7%	55.6%	22.2%		
2	I can find answers indirectly from the text based on the questions given.	6	12	13	5	2.47	Medium
		16.7%	33.3%	36.1%	13.9%		
3	I can find direct answers from the text based on the questions given by the teacher.	1	6	18	11	3.08	High
		2.8%	16.7%	50%	30.6%		
4	I understand the main topics of English reading texts	0	7	21	8	3.03	High
		0%	14.4%	58.3%	22.2%		
5	I understand the reading text because I can master the vocabulary.	1	10	22	3	2.75	Medium
		2.8%	27.8%	61.6%	8.3%		
6	I can understand reading texts by mastering the grammar.	1	6	12	17	3.25	High
		2.8%	16.7%	33.3%	47.2%		
7	I can understand reading texts by asking my teacher	1	5	20	10	3.08	High
		2.8%	13.9%	55.6%	27.8%		
8	I can understand reading texts by discussing them with friends	1	7	15	13	3.11	High
		2.8%	19.4%	41.7%	36.1%		
	Total					2.95	Medium

Table 3 describes students' perceptions regarding reading comprehension activities in class at medium and high levels. The highest mean value (mean = 3.25) in the study indicates that students believe mastering grammar helps them understand reading texts. A significant portion (47.2%) strongly agrees that grammar mastery is key to comprehending English reading materials. This aligns with Suhartini (2018) assertion that grammar mastery contributes to improved reading ability. As students become more proficient in grammar, they find it easier to decode and understand texts, enabling them to grasp more complex syntactical structures and nuanced meanings within the text. This suggests that strengthening students' grammatical skills can enhance their reading comprehension, providing a clear pathway for educators to follow. Furthermore, a solid foundation in grammar can help students become more confident readers, reducing anxiety and improving their overall attitude toward reading comprehension tasks. Consequently, incorporating focused grammar instruction into the curriculum can play a vital role in boosting students' reading skills and academic performance. Yapp et al. (2023)

acknowledged that reading comprehension is considered one of the important academic skills learned in school because reading comprehension is the construction of meaning from written text. So students need to have a good attitude towards learning reading comprehension. This process requires not only decoding words but also understanding and integrating information, making inferences, and critically evaluating content. Therefore, fostering a good attitude towards learning reading comprehension is imperative.

Conversely, the lowest mean (mean=2.47) of the item was that students were able to find answers indirectly from the text based on the questions given. Some students did not agree (33.3%) with this statement. It means that students were unable to find implied answers in reading comprehension. Satriani (2018) has identified several problems and challenges related to reading, namely grammatical errors, inadequate reading methods, and a lack of vocabulary and background knowledge. The difficulty in finding implied meanings indicates that students struggle with higher-order reading skills, such as inference and critical thinking. To address this struggle, students should be explicitly taught inferencing strategies. Teachers can introduce activities that require students to read between the lines, such as making predictions, drawing conclusions, and connecting text content with prior knowledge. One effective approach is to use guided reading sessions where teachers model the process of making inferences, thinking aloud as they connect clues from the text to draw implicit conclusions. Providing practice with a variety of texts, including those with rich contextual clues, can also help students become more adept at finding implied meanings. This is also proven from the research results that some students (33.3%) experience difficulties in understanding vocabulary. Meanwhile, Naniwarsih & Mulyadi (2022) argue that readers successfully understand the text when they have grasped the idea the author wants to convey. This means that students cannot successfully understand if they cannot find the explicit and implied meaning in the text. This is also related to their medium level of motivation in reading English. Integrating running dictation strategies can significantly aid in overcoming these challenges. Running dictation is an interactive and dynamic technique that involves students working in pairs or small groups, where one student reads a text placed at a distance and then dictates it to their partner, who writes it down. This strategy encourages active engagement with the text, promoting deeper processing and comprehension. Running dictation can be adapted to focus on inferencing by selecting texts that contain implicit meanings and clues. After completing the dictation, students can discuss the text and their inferences with their peers, fostering collaborative learning and critical thinking.

Table 4. Students' Attitude towards Implementation of Running Dictation Technique in Reading Comprehension

No	Statements	SD	D	A	SA	Mean	Interpt.
1	Running dictation is a fun activity	1	4	23	8	3.17	High
		2.8%	11.1%	63.9%	22.2%		
2	I agreed that reading comprehension activities in class using running dictation techniques were enjoyable	0	7	21	8	3.03	High
		0%	33.3%	44.4%	19.4%		
3	The Strategy running dictation Technique in reading comprehension is a very interesting way	1	6	19	10	3.06	High
		2.8%	16.7%	52.8%	27.8%		
4		0	4	24	8	3.11	High

	I believe that using running dictation is effective in improving my reading comprehension	0%	11.1%	66.7%	22.2%		
5	Doing running dictation motivates me to learn English in particular reading skills	1 2.8%	3 8.3%	26 72.2%	6 16.7%	3.03	High
	Total					3.07	High

Table 4 displays students' attitudes towards the application of running dictation techniques in reading comprehension, all of which are at a high level. This shows students' positive results regarding the running dictation strategy, in line with research by Naniarnasih which said students have very positive responses and are enthusiastic about learning to read comprehension through a running dictation strategy. The research results show that the highest average (3.17) is that carrying out dictations is a fun activity. Agustiani & Yulia (2019) stated that all activities in class using running dictation techniques were fun and enjoyable, proven by research results where most students (66.7%) agreed that they thought running dictation was a fun activity. The enjoyment and perceived fun in carrying out the running dictation strategy have proven to be effective in improving comprehension. Running dictation introduces an element of movement and activity into the learning process, which breaks the monotony of traditional classroom settings. Physical engagement requires moving between reading and writing stations, which can enhance students' focus and concentration on the task at hand. This active involvement may lead to increased retention of information and deeper processing of text content, as students are actively participating rather than passively receiving information. Apart from that, they also agreed (72.2%) that the running dictation strategy increased their motivation to learn English, especially reading skills. Running dictation improves motivation in learning English by actively engaging students in a dynamic learning process where they read, remember, and transcribe texts collaboratively. This strategy provides immediate feedback, fosters social interaction, and instills a sense of achievement as students complete tasks. The competitive element of racing against time also encourages students to strive for accuracy and speed, enhancing their confidence and intrinsic motivation to excel in reading skills. Additionally, the varied and interactive nature of running dictation appeals to different learning styles, making learning English enjoyable and effective. These aspects collectively contribute to increased motivation and, consequently, improved comprehension of reading texts among students.

However, despite the generally positive perceptions of running dictation, 33.3% of students did not find reading comprehension activities using this technique enjoyable, as indicated in the research. This sentiment aligns with findings from Rizki (2019), where some students expressed disinterest in learning English, impacting their enjoyment of such activities. This discrepancy highlights a crucial issue in language learning motivation and engagement. To address this challenge, educators can consider several strategies. Firstly, incorporating diverse and relevant reading materials that cater to students' interests can increase engagement and motivation. Additionally, providing meaningful contexts and goals for reading comprehension tasks can help students see the practical relevance of their language skills. Moreover, offering choices in learning activities and fostering a supportive classroom

environment where students feel valued and encouraged to participate actively can enhance their enthusiasm for learning English through techniques like running dictation. By addressing these factors, educators can mitigate disinterest and enhance students' enjoyment and participation in language learning activities, ultimately fostering improved comprehension and proficiency.

Table 5 Students' Subjective Norms towards Implementation of Running Dictation Technique in Reading Comprehension

No	Statements	SD	D	A	SA	Mean	Interpt.
1	When using running dictation, I feel reading comprehension activities are not difficult because the activities are interactive	0 0%	7 19.4%	18 50%	11 30.6%	3.11	High
2	I enjoy learning reading comprehension with group work during running dictation	1 2.8%	6 25%	20 55.6%	9 25%	3.03	High
3	I have more challenges to make my friends understand what I am talking to them about in step whispering in running dictation	1 2.7%	5 13.8%	13 36.1%	17 47.2%	3.28	High
4	It is easier for me to answer questions in groups by applying a running dictation strategy	1 2.7%	6 16.7%	20 55.6%	9 25%	3.03	High
5	I like reading comprehension activities in class when the teacher invites us to play running dictation	2 5.6%	5 13.9%	21 58.3%	8 22.2%	2.97	Medium
6	I think the teacher explains well how to apply running dictation to reading comprehension activities	0 0%	6 16.7%	24 66.7%	6 16.7%	3.00	High
	Total					3,06	High

Table 5 shows the application of subjective norms for carrying out dictation in reading comprehension at high and medium levels. The highest mean score (mean=3.28) of this item was when students had more challenges in getting their friends to understand what they were talking about. Most respondents strongly agreed (47.2%) with this statement. Carrying out dictation strategies increases their participation in working together to complete reading comprehension tasks (Naniwarsih & Mulyadi, 2022). Because it requires social skills in its application, this indicates challenges in getting peers to understand discussed content during running dictation and underscores the dynamic nature of collaborative learning environments. This challenge highlights opportunities for students to develop essential communication skills, such as articulating ideas clearly and ensuring mutual understanding among peers. It encourages students to engage deeply with the content they are discussing, fostering critical thinking and refining their ability to convey complex information effectively. Group work can stimulate social interaction, help students understand others, and promote cooperation. Therefore, running dictation can improve students' attitudes, and it is recommended that teachers apply running dictation strategies in their classrooms.

When applying the running dictation technique, they felt that reading comprehension was not difficult because the activity was interactive. Interaction activities in class make them less likely to get bored while studying and make them enthusiastic while studying. Most students agreed (55.6%) that they could work on reading comprehension happily and answer easily if done in groups using the running dictation technique. For instance, Agustiani & Yulia (2019) found that students reported increased motivation and easier comprehension when engaging in collaborative activities like running dictation. This collaborative approach not only

enhances students' enjoyment of learning but also facilitates their ability to comprehend and respond to reading materials more effectively. Interacting socially is a challenge for students. Interaction with fellow students where they have to transfer the questions students read to other students, mostly making sure their friends understand what they are talking about is more of a challenge. Interacting not only with each other but interaction with the teacher is also important, especially with the instructions that the teacher must give.

Students also agreed that the teacher has a clear explanation of how to apply the running dictation to reading comprehension activities. Brief instruction by teachers plays a pivotal role in students' understanding and application of instructional strategies like running dictation. Rizki (2019) mentioned that clarity in instruction ensures that students grasp the purpose and methodology of running dictation effectively. This clarity directly impacts students' learning in reading comprehension by providing them with clear guidelines on how to approach and engage with textual material. When students understand the objectives and procedures of running dictation, they are better equipped to participate actively in the activity. They can focus on deciphering and comprehending the content rather than struggling with procedural uncertainties. Moreover, clear instructions enhance students' confidence in their abilities to execute the task, thereby promoting a positive learning environment conducive to deeper engagement and improved comprehension of reading texts. By ensuring that explanations are lucid and comprehensive, teachers empower students to effectively apply strategies like running dictation, ultimately enhancing their overall proficiency in reading comprehension skills.

Table 6. Students Perceived Behavioral Control towards Implementation of Running Dictation Technique in Reading Comprehension.

No	Statements	SD	D	A	SA	Mean	Interpt.
1	I can check the spelling of my words by running dictation	1 2.8%	7 29.4%	19 52.8%	9 25%	3.00	High
2	Running dictation makes me remember a lot of new words which enriches my English vocabulary.	1 2.7%	4 11.1%	20 55.5%	11 30.5%	3.14	High
3	I feel confident in my ability to effectively use Running Dictation as a strategy in reading comprehension.	2 5.6%	8 22.2%	18 50%	8 22.2%	2.89	Medium
	Total					3.01	High

Table 6 displays the high level of the relationship between students' perceptions of behavioral control and the implementation of running dictation at a high and medium level. The highest mean (mean=3.14) states running dictation makes students remember a lot of new words which enriches their English vocabulary. When the running dictation technique is applied, students can control their behavior. As with spell checking, students agreed that they could check spelling when doing this technique. Because this is a dictation game that requires them to check the spelling so that their friends know what it means, they can check the spelling while doing this technique. In line with Suhartini (2018), Students' behavioral control attitudes in grouping words, and checking spelling in vocabulary will contribute to increasing students' reading comprehension. Spelling checks play a crucial role in enhancing reading comprehension during activities like running dictations. Accurate spelling ensures clarity and

precision in written communication, allowing students to convey their ideas more effectively. In the context of running dictation, where students transcribe text from memory, checking spelling helps maintain fidelity to the original text, thereby improving accuracy in comprehension and interpretation. Moreover, the act of spell-checking encourages students to pay attention to detail and reinforces their understanding of vocabulary and language structures, which are integral to comprehending written texts. This process not only supports language acquisition by reinforcing correct usage but also builds students' confidence in their ability to comprehend and articulate written information.

Meanwhile, the lowest level, medium level (mean = 2.89) is a statement that they feel confident in their ability to use running dictation effectively as a strategy in reading comprehension. However, half of the students in the class agreed (50%) that they felt confident when carrying out running dictation. The feeling of confidence when carrying out this technique is supported by Gay (2021) in carrying out running dictations, students are also more confident and actively involved in doing group and individual assignments during learning. Students' increased confidence levels during running dictation activities translate into heightened engagement and participation in both individual and group assignments. This confidence stems from the interactive nature of the activity, which encourages students to actively collaborate with peers while striving to accurately transcribe and comprehend written texts. Feeling confident also empowers students to tackle reading tasks more independently, fostering a sense of ownership over their learning process. Moreover, the structured feedback provided during running dictation sessions allows students to refine their understanding of language mechanics and content comprehension in real time, further bolstering their confidence in their reading abilities. Educators can cultivate students' reading comprehension skills and overall academic achievement by nurturing this self-assurance through activities like dictation. Overall it can be concluded that students' perception of behavioral control regarding the implementation of running dictation is at a high level.

The mean results of all the dimensions described above are summarized in one chart which shows that the mean results from one dimension to another are not too different. It means the resulting levels are all high levels.
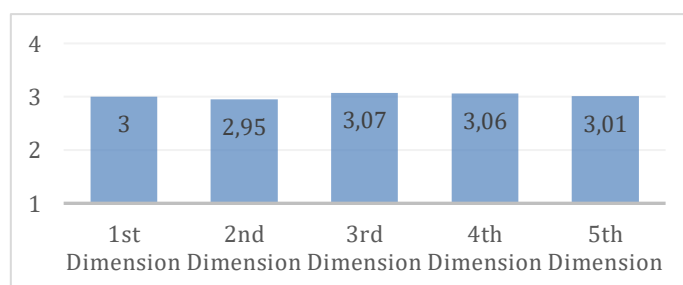

Chart 1. Mean all of the dimension

Chart 1 presents the average value of the five dimensions of student perception. These dimensions are likely related to various aspects of carrying out dictation and its implementation in the classroom. The scores ranged from 2.95 to 3.07, indicating a generally positive perception in all dimensions. The highest average is 3.07 for the third dimension, which shows that students

consider Students attitudes towards the implementation of the running dictation technique in reading comprehension to be very effective, providing positive results. This suggests that students are more willing to read English texts independently, which can facilitate the learning process and enhance their academic performance. To further improve this outcome, students should be encouraged to engage in independent reading regularly, reinforcing the skills acquired during running dictation activities. Teachers can support this by providing a variety of interesting reading materials and creating opportunities for students to discuss what they have read. Additionally, integrating running dictation with other collaborative learning strategies can help sustain students' interest and motivation, ultimately fostering a more autonomous and proactive approach to learning English. The second dimension regarding students' perceptions of reading comprehension has the lowest mean of 2.95, indicating a relatively less positive perception than the other dimensions. This lower perception suggests that students still struggle with understanding English texts. To support improvement, teachers can encourage students to actively engage in autonomous learning activities aimed at enhancing their reading skills and expanding their vocabulary. By fostering a classroom environment that promotes independent exploration of English texts and vocabulary, teachers can help students develop comprehension abilities and cultivate a more positive attitude towards reading tasks.

The average values across dimensions are fairly consistent, with only minor variations. This consistency implies that students' overall perception of running dictation was positive, and no single dimension was significantly better or worse. The highest average score in the third dimension shows that students believe that the running dictation technique is most effective proven by student attitude towards playing running dictation in reading comprehension class. Consistently high means across all dimensions indicate that students generally perceive the dictation process positively in terms of behavioral control and implementation in the classroom. A slightly lower average on the second dimension may highlight areas that need improvement or further investigation. Overall, the data showed that running dictation was well received by students, thus supporting the effectiveness of this technique in increasing engagement and participation in reading activities. The findings of this study will contribute to the ongoing conversation about innovative teaching methods in reading comprehension. By demonstrating the effectiveness of running dictation over time, the research aims to highlight its potential as a valuable tool in language education. Moreover, understanding students' perceptions will provide additional insights into how running dictation can be tailored to meet their needs and preferences.

CONCLUSION AND SUGGESTION

Having the aim of knowing students' perceptions on the application of running dictation in the reading comprehension classroom, it can be concluded that running dictation is a fun activity that can motivated students in reading comprehension activities. In this research, several students were motivated and interested in learning English so this strategy provided a positive side for students. Students agreed that applying the strategy running dictation Technique in reading comprehension is a very interesting way and that running dictation is effective in improving their reading comprehension In the teaching and learning process with

running dictation they act relaxed and happy, making it easier for them to understand reading comprehension, although there are still some students who experience problems in reading comprehension. Interaction between fellow students is also a consideration. Students' subjective norms in applying the running dictations technique show positive results, that they can interact with each other and teachers very well. Apart from social interaction, students' ability to control themselves must also be considered students can improve their vocabulary, check their misspellings, and be confident in reading comprehension class. So it is expected that future research will investigate how running dictation techniques can improve the student's English skills and students' motivation to learn English.

Running dictation technique shouldn't be used in reading comprehension classrooms but it can be implemented in other language skills and aspects. However, some of the students still have difficulty in reading comprehension. Especially to find the answer implicitly they still can't. The results are very inversely proportional to stating the answer explicitly. For this reason, teachers are advised to train students more in reading comprehension to develop their critical thinking. Critical thinking can help students understand the implicit meaning of a text. This research highlights the advantages of using running dictation as a strategy in improving reading comprehension. For future researchers are encouraged to delve deeper into how students' positive attitudes towards running dictation correlate with their achievements in reading comprehension.

ACKNOWLEDGMENT

REFERENCES

Abah, J. A. (2020). An Appeal in the Case Involving Conventional Teaching: Emphasizing the Transformation to Enhanced Conventional Teaching. *VillageMath Educational Review* , *2020*(1), 1. https://doi.org/10.5281/zenodo.3860320ï

Agustiani, M., & Yulia, H. (2019). Students' Perceptions on the Use of Running Dictation Techniques in Listening Classroom. *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*, *1*(1). https://doi.org/978-602-70378-2-3

Ajzen. (1991). The Theory of Planned Behavior. *Elsevier*. https://www.sciencedirect.com/science/article/pii/074959789190020T

Al-Jarrah, H., & Ismail, N. S. B. (2018). Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institutions. *International Journal of English Linguistics*, *8*(7), 32. https://doi.org/10.5539/ijel.v8n7p32

Alomari, A. M. , & Alhorani, M. E. (2019). The Effect of Using Electronic Mind Map as a Medium of Instruction on Fourth Graders' Arabic Reading Comprehension at Jordan. *International Journal of Innovative Science and Research Technology*, *Vol. 4 No.3*, 7444–7748. https://doi.org/https://doi.org/10.38124/ijisrt

Amin, M. R. (2019). Developing Reading Skills through Effective Reading Approaches. *International Journal of Social Sciences & Humanities*, *4*(1), 35–40. https://doi.org/10.5281/zenodo.2557919

Anjani, A. I., & Rina, Maryanti. (2023). Implementation of the School Literacy Movement Before Teaching and Learning Activities at Middle School. *ASEAN Journal of Educational Research and Technology*, *2*(2), 75–84. https://doi.org/https://ejournal.bumipublikasinusantara.id/index.php/ajert/article/view/137/133

Aprisanti, N. (2021). The Influence of Running Dictation Technique and Learning Motivation Towards Reading Comprehension Achievement Of The Eighth Grade Students Of SMPN 35 Palembang. *Esteem Journal of English Education Study Programme*, *4*(2), 141–150. https://doi.org/10.31851/ESTEEM.V4I2.6206

Azrilah, A. (2010). *Rasch Model Fundamentals: Scale construct and measurement structure.*

Banditvilai, C. (2020). The Effectiveness of Reading Strategies on Reading Comprehension. *International Journal of Social Science and Humanity*, *Vol. 10 no. 2*, 46–50. https://doi.org/10.18178/ijssh.2020.V10.1012

Domingo, J. R., & Bradley, E. G. (2018). Education Student Perceptions of Virtual Reality as a Learning Tool. *Journal of Educational Technology Systems*, *46*(3), 329–342. https://doi.org/10.1177/0047239517736873/ASSET/IMAGES/LARGE/10.1177_0047239517736873-FIG1.JPEG

Gay, E. (2021). The Effect of Running Dictation Method on Students' Listening Comprehension. *EDU Journal - English Department of UMMU Journal*, *1*(2), 12–18. https://doi.org/10.52046/EDU.J.V1I2.991

Gee, J. P. (2018). Reading As Situated Language: A Sociocognitive Perspective. *Theoretical Models and Processes of Literacy, Seventh Edition*, 105–117. https://doi.org/10.4324/9781315110592-7/READING-SITUATED-LANGUAGE-JAMES-PAUL-GEE

Handayani, M. S., Widana, I. K. W., & Febiyanti, N. W. (2022). Jigsaw in Teaching Reading for Elementary School Students. *The Art of Teaching English as a Foreign Language*, *3*(1), 19–24. https://doi.org/10.36663/tatefl.v3i1.223

Juita, D., Tadris, J., Ftik, B., & Kerinci, I. (n.d.). *The Concept Of "Merdeka Belajar" In The Perspective Of Humanistic Learning Theory*. https://doi.org/10.24036/spektrumpls.v9i1.111912

Jumiaty, A. A., & Kuswoyo, H. (2023). Undergraduate Students' Perceptions Towards Lecturer's Classroom Management In The Indonesian Tertiary Context. *Linguistics and Literature Journal* . https://doi.org/https://doi.org/10.33365/llj.v4i1

Meyla, M. N. (2021). Improving Student Reading Comprehension Through Cooperative Learning (Snowball Throwing) at Senior High School. *Jurnal Pendidikan Indonesia (Japendi)*, *2*(9). https://doi.org/10.36418/japendi

Naniwarsih, A., & Mulyadi, E. (2022). Implementation of Running Dictation to Increase Reading Comprehension in English Expression. *Journal of Foreign Language and Educational Research*, *5*(2), 1–11. https://doi.org/10.31934/JOFLER.V5I2.2205

Nurdianingsih, F., & Rahmawati, O. I. (2018). Running Dictation as an Effective Technique on The Teaching Writing Skill. *2ndEnglish Language and Literature International Conference (ELLiC)*, *2*. https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3503

Purnama, Neng, A., Neng, S. R., & Rasi, Yugafiati. (2019). Students' Motivation in Learning English. *Professional Journal of English Education*, *Vol 2.4: 539.* https://doi.org/https://www.doi.org/10.22460/project.v5i2.p366-371

Arini, A. R., & Suwarso, N. (2024). EFL Students' Perception Towards The Use Of BAAMBOOZLE For Vocabulary Learning. *Eltin Journal : Journal of English Language Teaching in Indonesia*, *Vol. 12 No. 1*. https://doi.org/https://doi.org/10.22460/eltin.v12i1

Rizki, L. W. (2019). *An Analysis Of Students' Problems In Writing Taught Through Running Dictation Technique Of The Second Semester Of The Eighth Grade Of MTS Pelita Pesawaran In The Academic Year Of 2017/2018* [Doctoral dissertation, UIN Raden Intan Lampung]. http://repository.radenintan.ac.id/id/eprint/5512

Satriani, E. (2018). Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau. *J-SHMIC: Journal of English for Academic*, *5 no. 2*, 15–26. https://doi.org/prefix 10.25299 by Crossref

Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. *Bandung: Alfabeta*.

Suhartini, T. (2018). *The Relationship Between Students' Reading Attitude, Grammar Mastery, and Their Reading Comprehension on Narrative Text* [Master's Thesis, UIN Syarif Hidayatullah Jakarta]. https://repository.uinjkt.ac.id/dspace/handle/123456789/37262

Suwarso, P., & MD Praseno. (2022). Developing an Intensive Reading Material for EFL Students: A Final Product. *JOALL (Journal of Applied Linguistics and Literature)*, *7*(1), 259. https://doi.org/10.33369/joall.v7i1.19735

Wang, D., & Derakhshan, A. (2020). Exploring the Relationship between AStudents' Interest in Learning English and Their Academic Achievements: A case study in China. *International Journal of Bilingual Education and Bilingualism*, *Vol. 23 no. 6*, 717–732.

Yapp, D., de Graaff, R., & van den Bergh, H. (2023). Effects of Reading Strategy Instruction in English as a Second Language on Students' Academic Reading Comprehension.