IMPLEMENTATION OF RUNNING DICTATION WITH SENDING GREETING AND QUESTION (SGQ) TECHNIQUES TOWARD STUDENTS' READING COMPREHENSION OF THE SEVENTH GRADE JUNIOR HIGH SCHOOL

(A Thesis)

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ABSTRACT

IMPLEMENTATION OF RUNNING DICTATION WITH SENDING GREETING AND QUESTION (SGQ) TECHNIQUES TOWARD STUDENTS' READING COMPREHENSION OF THE SEVENTH GRADE JUNIOR HIGH SCHOOL

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This study aimed to investigate the following: (1) whether there is a significant difference in students' reading comprehension of narrative texts between those taught using the Running Dictation technique with Sending Greeting and Questions (SGQ) and those taught using the original Running Dictation technique; (2) which aspect of reading comprehension is most significantly improved by these two techniques; and (3) students' perceptions of the implementation of the Running Dictation technique with SGQ. The research utilized a comparative design with a pre-test and post-test nonequivalent control group. The participants comprised 30 seventh-grade students from SMP IT Permata Bunda Bandar Lampung, divided into experimental and control groups. A reading test was conducted to collect quantitative data, while a questionnaire captured students' perceptions. The results revealed a significant difference in students' reading comprehension between the experimental and control groups. In the post-test, the mean pre-test scores were 56.00 for the experimental group and 57.00 for the control group, increasing to 70.50 and 60.17 respectively. The significant value (Sig. 2-tailed) of 0.000 indicates a statistically significant result ($p<0.05$). Among the aspects of reading comprehension, only vocabulary showed significant improvement (Sig. = 0.025), while other aspects had Sig. values greater than 0.05 (0.205, 0.396, 0.473, 0.693). Furthermore, most students reported positive perceptions of the Running Dictation technique with SGQ, highlighting increased social interaction. In conclusion, the Running Dictation technique with SGQ significantly enhances students' reading comprehension, particularly vocabulary development. It also fosters positive student engagement and interaction, making it a valuable approach for improving text comprehension.

Keywords: Running Dictation, SGQ, students' reading comprehension, perception.

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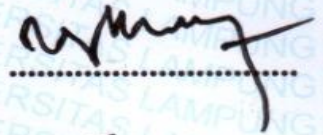NIP 19600719 198511 1 001   NIP 19641212 199003 1 003

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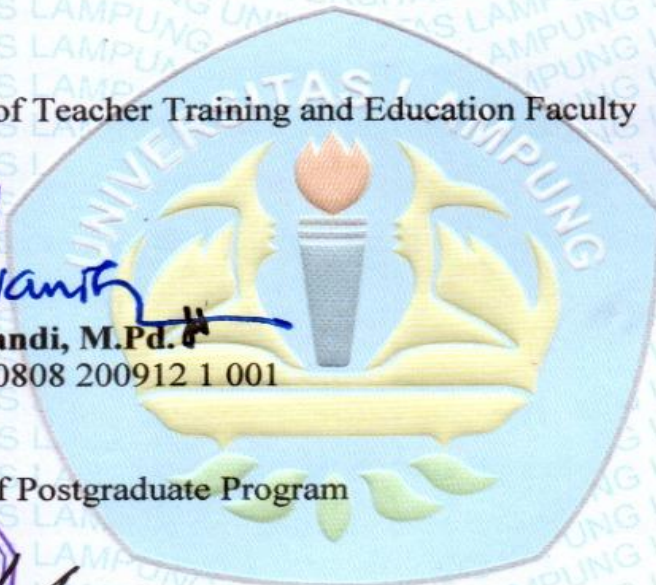   Examiner   : 1. Prof. Ag. Bambang Setiyadi, M.A.,Ph.D

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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

Ratna Sari, born on November 4th, 1987, in Bandar Lampung, is the fourth child of Nasiran and Turinah. She is married to Muhammad Nazir, S.H.I., a homeroom teacher at SMP IT Ar Raihan Bandar Lampung, and together, they are blessed with five wonderful daughters.

Her educational journey began at MIN 7 Sawah Brebes, Bandar Lampung. She then continued her studies at Madrasah Tsanawiyah 1 Pahoman Bandar Lampung and later pursued her high school education at Madrasah Aliyah Negeri 1 Bandar Lampung.

In 2006, she was accepted into IAIN Raden Intan Lampung, majoring in English. After completing her degree, she embarked on her teaching career at SDIT Baitul Jannah Bandar Lampung in 2010. She later joined SMP IT Ar Raihan Bandar Lampung in 2012, followed by a move to SDIT Permata Bunda Bandar Lampung in 2020. In 2024, she transitioned to SMP IT Permata Bunda IBS Bandar Lampung.

After dedicating 15 years to teaching since earning her undergraduate degree, she further pursued her academic aspirations by enrolling in the Master of English Education Program at Lampung University in 2023.

DEDICATION

All praise and gratitude belong solely to Allah Subhanahu wa Ta'ala for His infinite mercy and countless blessings bestowed upon His servant.

I proudly dedicate this thesis to the following:

- ❖ To my dear parents, Nasiran and Turinah, and my esteemed parents-in-law, Suprito and Asilah, I owe my deepest gratitude. Your unwavering support and understanding, far surpassing even my self-awareness, have made life simpler and more meaningful. Thank you for being exemplary pillars in my life.
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MOTTO

"Read in the name of your Lord who created, created man from a clot of congealed blood, Read, and your Lord is the Most Generous."

Surah Al-'Alaq Verses 1-3

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This thesis, entitled *"Implementation of Running Dictation with Sending Greeting and Question (SGQ) Techniques towards Students' Reading Comprehension of the Seventh Grade Junior High School"*, is submitted to the Master in English Language Teaching Study Program of the Faculty of Teacher Training and Education at Lampung University, as a requirement for the fulfillment of the S2 degree.

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The writer acknowledges the limitations within this study and welcomes constructive input and suggestions for improvements that can guide future research.

Bandar Lampung, 24 January 2025
The writer

Ratna Sari

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I. INTRODUCTION

This chapter consists of several points: the background of the research, research questions, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Research

Reading has become an important language skill in learning English. Reading is looking at written symbols and absorbing their meaning and information. Nuttal (2000) says reading results from an interaction between the writer's and reader's minds. Moreover, Ruddle (2005) says that reading is an interaction between the writer and the reader by using texts that expand the reader's knowledge to make sense of print. Harmer (2003) states that reading is how people extract meaning from the discourse they see. Reading allows students to explore complex ideas and develop cognitive flexibility, which refers to switching between concepts and adapting to new information (Carlson et al., 2004). In addition, Moreillon (2007) says that reading is an active process that requires much practice and skill.

However, studies have shown that reading becomes the most challenging and frustrating skill for students to develop, as they may perceive it as a tedious task rather than an engaging activity (McKenna et al, 1995). If students do not know how to engage with the text actively, they will likely experience comprehension breakdowns, particularly with longer or more challenging passages (Snow, 2002).

Moreover, the students become passive learners rather than active participants in their reading journey (Guthrie & Davis, 2003). They lack interactive experiences, then it causes them to miss out on opportunities to analyze and discuss texts, which are critical for comprehension (Almasi & Garas-York, 2009; Guthrie,

Wigfield, & Humenick, 2006). Some students struggle with comprehension and often avoid reading because it feels frustrating or overly challenging (Torgesen et al., 2007). Consequently, the students are less likely to enjoy reading because they do not fully understand the material.

Some aspects are believed to have made the classroom environment dull and uninspiring during reading sessions, lacking a dynamic atmosphere that could otherwise motivate students to participate actively (Guthrie & Davis, 2003).

Furthermore, many classrooms rely heavily on a teacher-centered approach, which can overshadow opportunities for students to engage with texts meaningfully. This approach often involves direct instruction where students passively receive information, with limited involvement in discussing or questioning the content (Frey & Fisher, 2008; Guthrie, Wigfield, & Humenick, 2006). Such an environment reduces students' chances to participate and engage critically with the reading material actively. Without interactive reading activities, such as group discussions, peer reviews, or reading games, students may feel detached and view reading as an isolated, teacher-driven task rather than an interactive process (Guthrie, Wigfield, & Humenick, 2006).

Additionally, according to Allington (2012), the teaching and learning process is often monotonous which leads to students feeling bored and disengaged. The limited exposure to diverse and engaging reading materials often results in disinterest.

One potential solution to that issue is the use of innovative and engaging teaching methods, such as the running dictation technique. Running dictation is an interactive classroom activity where students work in pairs or small groups to read, memorize, and transcribe a passage placed at a distance. This activity combines reading, writing, movement, and teamwork, making it an effective way to engage students in reading while also addressing reading comprehension challenges.

Running dictation is an interactive activity that enhances reading skills by combining physical movement with language comprehension and retention. According to Willis (2006), physical engagement in learning supports attention and cognitive processing. The movement involved in activities like running dictation stimulates multiple areas of the brain, increasing cognitive engagement and improving the likelihood that students will retain the information. Additionally, running dictation often involves teamwork, fostering collaboration and communication among students. This social aspect of learning not only promotes peer support but also boosts motivation, which plays a crucial role in strengthening language acquisition (Dörnyei & Murphey, 2003). Moreover, running dictation requires students to pay close attention to text details, which helps them focus on accuracy. This attention to detail is essential for reading comprehension, as it enables students to identify key information, a skill that can be transferred to independent reading (Harmer, 2007). By incorporating focus and detail-oriented practice into a fun and engaging activity, running dictation keeps students motivated and actively involved in their learning.

Several studies have investigated the effectiveness of running dictation as a classroom activity to improve reading comprehension, with varied findings. Lam (2014) found that Running Dictation motivated students and led to better comprehension outcomes than passive reading exercises. This study highlights how the interactive nature of Running Dictation fosters a social environment that supports language acquisition. Similarly, Ratri and Setiawan (2017) tested running dictation with Indonesian high school students learning English, and their results indicated that it not only improved reading comprehension but also enhanced listening skills. They suggested engaging multiple senses during the activity made the learning experience more memorable and effective.

On the other hand, the research by Bicer (2020) further expanded on this by examining the use of running dictation with primary school students. Bicer's study found improvements in literacy skills and collaborative learning behaviors, concluding that the activity encouraged peer support and teamwork. However, not all studies have supported the idea that Running Dictation consistently promotes

effective comprehension. Zhang and Lee (2021) pointed out that while active learning strategies like Running Dictation can boost student engagement, they may lead to fragmented learning experiences. They argued that when the focus shifts to task completion rather than interpretation, students may miss opportunities to build cohesive comprehension skills.

Similarly, Rahmawati (2019) cautioned that Running Dictation might not always enhance comprehension, as students often prioritize the physical and auditory aspects of the task over understanding the text itself. Rahmawati emphasized the need for additional activities that ensure deeper processing and retention of the material. Nguyen (2020) also highlighted that while Running Dictation is effective in improving motivation, it may encourage some students to prioritize quick retrieval over comprehension. Additionally, Nguyen noted that uneven group dynamics can result in passive participation, limiting individual learning and comprehension. Together, these studies underscore both the potential benefits and limitations of Running Dictation, suggesting that its effectiveness may depend on how it is implemented and complemented with other strategies.

Despite its many advantages, running dictation has some limitations, as highlighted by various studies. Rahmawati (2019) and Nguyen (2020) note that students sometimes prioritize task completion and physical engagement over fully comprehending the text, which can undermine the activity's educational value. Furthermore, Zhang and Lee (2021) emphasize that although running dictation enhances student engagement, it may lead to fragmented learning if students focus more on speed than on thoughtful interpretation of the text. Additionally, uneven group dynamics can hinder individual contributions, limiting the overall effectiveness of the activity for some participants. These limitations suggest that while running dictation is a valuable tool, it requires careful implementation to ensure balanced participation and a focus on comprehension.

In other words, while running dictation offers several benefits, its effectiveness can be limited by students' focus on task completion and speed rather than comprehension and uneven group dynamics. To maximize its educational value, careful implementation is needed to ensure that the activity promotes both

engagement and meaningful learning.

While running dictation has been widely studied as a standalone activity, there is limited research on its integration with other reading tasks that promote deeper comprehension. Most studies focus on running dictation in isolation, overlooking the potential benefits of combining it with structured activities such as question exchanges and comprehension-focused tasks. This presents an opportunity to explore how integrating running dictation with interactive elements could enhance its educational value. For instance, incorporating greetings and question-asking could create a more naturalistic and engaging reading environment, fostering both social interaction and cognitive development. By pairing running dictation with conversational and comprehension-focused activities, we could better leverage its social and cognitive benefits, providing a more holistic learning experience. This gap in research highlights the need to examine the effects of such an integrated approach on students' comprehension and engagement.

Incorporating the "Sending Greetings and Questions" (SGQ) strategy helps address the limitations of traditional Running Dictation by promoting reflective learning. This approach encourages critical thinking and enhances comprehension through follow-up questions and greetings, as noted by Grabe and Stoller (2002). Furthermore, Setiyorini (2014) and Sumarni (2016) emphasize that SGQ transforms passive activities into interactive, engaging experiences, which ultimately lead to better learning outcomes. Anderson (2021) further supports this, asserting that such reflective post-task activities deepen student engagement by fostering higher-order thinking and improving overall comprehension. By integrating SGQ, Running Dictation becomes a more dynamic and effective tool for learning.

The Sending Greeting and Question (SGQ) technique primarily enhances text comprehension by encouraging students to formulate their own questions, share them with peers, and engage in meaningful discussions. This interactive process fosters critical reading skills and deepens students' understanding of the text, allowing them to extract key information and gain broader knowledge. Through SGQ, students develop essential comprehension skills such as identifying main

ideas, making inferences, recognizing references, understanding supporting details, and expanding their vocabulary. Beyond comprehension, SGQ also contributes to the development of higher-order composition skills, particularly in constructing well-organized paragraphs.

Additionally, this approach allows students to express their perceptions of the teaching strategies, media, or techniques implemented by their teachers. Their positive or negative feedback plays a crucial role in shaping their learning experience. A positive perception often indicates that students find the strategy effective and engaging, whereas a negative perception may highlight areas of weakness in its application. Ultimately, students' responses influence their learning outcomes, making their engagement and reflections an integral part of the instructional process.

In conclusion, incorporating the "Sending Greetings and Questions" (SGQ) strategy enhances the effectiveness of Running Dictation by transforming it into a more interactive and reflective learning experience. This integration fosters critical thinking, improves comprehension, and promotes higher-order thinking, leading to better overall learning outcomes.

The background outlined above has inspired the researcher to explore the effects of combining running dictation with the sending greetings and questions (SGQ) strategy on students' reading comprehension. Therefore, this study aims to address whether running dictation with sending greeting and question as an interactive and reflective learning to promote students' reading comprehension.

1.2. Research Question

Related to the background stated before, the researcher formulates the problems as follows:

1. Is there any significant difference in students' reading comprehension of narrative text between those taught by running dictation with the SGQ

technique and original running dictation?

2. Which aspect of reading comprehension is the most significantly improved by the two techniques?

3. What is the student's perception of the implementation of running dictation with SGQ?

1.3. Objectives

In response, the objectives of this research are as follows:

1. To find out whether there is any significant difference in students' reading comprehension of narrative text between students taught running dictation with SGQ and original running dictation.

2. To explore which aspect of reading comprehension is most significantly improved by the two techniques.

3. To know the student's perception of the implementation of running dictation with SGQ.

1.4. Uses

The result of this research will be used as follows:

1. Practically, this research can be used as a piece of information concerning whether students' reading comprehension would be improved by using running dictation with the SGQ technique.

2. Theoretically, the result of the research can be useful as a reference for future research with a similar problem of reading comprehension.

1.5. Scope

The scope of this research is essential in determining its focus and limitations. Specifically, the researcher examines whether the implementation of the Running Dictation with Sending Greeting and Question (SGQ) strategy can enhance

students' comprehension of narrative texts.

This strategy aims to address students' challenges in reading comprehension and improve various aspects of their reading skills. Before applying the modified strategy, it is crucial to ensure that students have a clear understanding of the materials, including the definition, social function, generic structure, and language features of the text.

The research focuses on assessing students' ability to comprehensively read and understand narrative texts. Additionally, it explores students' perceptions of the Running Dictation with the SGQ strategy to provide insights into its effectiveness.

1.6. Definition of Terms

Some terms are used to give the basic understanding that is related to the concepts. The definitions of the term are provided as follows:

1. **Reading Comprehension**

   Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

2. **Running Dictation**

   Running dictation as a kind of dictation where short dictation text typed in a large font is posted on the wall outside the classroom

3. **Send Greeting and Question (SGQ)**

   Sending greetings and questions is a cooperative learning model that encourages students to create questions related to the material given, then the questions are sent to other groups accompanied by greetings or yells.

4. Narrative Text

Narrative text is text in the form of a story which consists of orientation, reorientation, complication, and resolution.

5. Perception

Perception is a process of interpretation of a present stimulus, where people express their sense and their interpretation of the past experience.

The definitions of some words mentioned above are the commonly used terms that are often mentioned as the important concepts of this current research. Briefly, this chapter has explained the introduction providing background, research questions, objectives, uses, scope, and definitions of terms. It will be continued with the literature review in the next chapter.

II. LITERATURE REVIEW

This chapter consists of some points. They are reading, reading comprehension, definition of teaching reading, principle in teaching reading, narrative text, generic structure of narrative text, types of narrative text, language features of narrative text, types of perception, definition of running dictation, previous study of running dictation, procedure of running dictation, advantages of running dictation, disadvantages of running dictation, concept of SGQ, procedure of Teaching of Reading through Running Dictation and SGQ Modified, definition of perception, indicator of perception, theoretical assumption and hypotheses.

2.1. Concept of Reading

In learning English, reading becomes one of the important language skills. Reading is the process of looking at a series of written symbols and absorbing meaning and information from them. Reading is a multidimensional cognitive process beyond merely decoding text; it involves an active and dynamic interaction where the writer's ideas and the reader's interpretations converge to create meaning. According to Grabe (2016), reading is an interactive process between the reader and written text to gain meaning. It means that reading is a process of getting meaning between the reader and the text to get the result from the text.

According to Cooper et al (1988), reading is a process that creates or develops meaning from sources. Furthermore, Saravallo (2010) stated that reading is a thinking process in understanding the meaning of the text. It means that reading is a process of understanding the reader to get or absorb the information from writers about what they have read.

In addition, Nuttall (2000) describes reading as a mental interaction, where the author's thoughts are understood and interpreted by the reader. Through this

process, text becomes a powerful medium for expanding knowledge and making sense of print, as asserted by Ruddle (2005), emphasizing its role in comprehension and intellectual growth. Moreover, Harmer (2003) highlights that reading serves as a means to extract meaning from discourse, a skill further linked to enhancing cognitive flexibility, as noted by Carlson et al. (2004). Importantly, Moreillon (2007) emphasizes reading as an active and evolving skill, that requires consistent practice and engagement to master. Together, these perspectives highlight reading as a multifaceted activity that integrates mental interaction, knowledge expansion, and continuous skill development, all reliant on the active participation of the reader to construct and internalize meaning effectively.

In conclusion, reading is a complex cognitive process that involves decoding symbols to derive meaning. It is both an individual and interactive activity that encompasses recognizing words, understanding their meanings, and interpreting the relationships between ideas presented in a text. It enables individuals to acquire information and communicate effectively and varies depending on the reader's goals, skills, and experiences.

2.2. Reading Comprehension

Reading comprehension is a multidimensional process involving the ability to understand, interpret, and extract meaning from written language. It requires the interaction of the reader's background knowledge, linguistic skills, and active engagement with the text. Several key elements contribute to comprehension, such as understanding the main idea, recognizing specific information, identifying references, making inferences, and interpreting vocabulary in context.

Close reading, as outlined by Beck and Sandora (2016), plays a crucial role in comprehension, bridging surface-level understanding and deeper, critical analysis of texts. It requires the reader to focus on language, structure, and context to uncover the author's intentions and craft. In other words, when reading, a reader uses his knowledge about the topic or schemata (background knowledge) to get the writer's intended message (Sutarsyah, 2015). Similarly, comprehension is

enhanced by constructing referents, inferring meanings, and integrating prior knowledge, as highlighted by McNamara (2012).

Effective reading comprehension is not just about decoding words but also about synthesizing and evaluating information. This involves predicting, questioning, summarizing, monitoring understanding, and reflecting. As Caldwell (2008) and Brown (2004), the act of reading comprehension extends beyond extracting information; it requires continuous interaction with the text and assessing elements like the main idea, specific details, inferences, references, and contextual vocabulary.

Ultimately, reading comprehension is a complex and active process that enables readers to engage meaningfully with written texts, interpret information, and apply knowledge in context. Developing this skill is essential for effective learning and communication.

From the explanations above, the researcher concluded that teaching is the process of transferring information or new knowledge to learners. Besides that, the students also have learned how to read in one language, they do not learn how to read again in a second or foreign language, but rather they learn how to transfer skills that they have already learned to the new reading context in a new language.

2.3. Teaching Reading

Teaching is a complex process that not only gives information but also transfers knowledge and skills from the teacher to the students. Teaching reading itself is a complex process involving decoding skills, fluency, and reading comprehension (Hibbard and Elizabeth, 2013).

According to Brown (2000), teaching can be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study something, providing the knowledge, causing to know or understanding".

Many activities can be done especially in the process of teaching and learning in

the classroom. Anderson (2003), states that teaching reading usually has at least two aspects. First, it can refer to teaching learners to learn to read for the first time. The second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.

From the explanation above, it can be concluded that teaching reading is the process of guiding learners to develop the skills and strategies needed to understand, interpret, and engage with written texts. It involves providing students with the tools to become proficient, confident, and independent readers. It is not merely about helping students read words but about empowering them to critically engage with, enjoy, and use reading as a tool for lifelong learning and communication.

2.3.1. Principles of Teaching Reading

There are eight principles for teaching reading according to Brown (2004) as follows:

a) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's language works, knowledge of how the second language works, and cultural background and knowledge.

b) Build a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. As I have developed my philosophy of the role of vocabulary should be explicitly taught and L2 readers should be taught to use context to guess the meanings of less frequent vocabulary effectively. From the explanation above, the vocabulary base must be mastered by the learners because it is the

part to understand the text.

c) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. So, the teacher must make a hard effort to teach the learners. So, the teacher must have a hard creation to teach the learners.

d) Work increasing the reading rate

One great difficulty in the school language reading classroom is that much of their reading is not fluent, even when language learners can read. Often, in our efforts to assist students in increasing their reading rate, teachers over-emphasize accuracy which impedes fluency. The writer can conclude that the teachers must work hard to find the balance between improving reading rate and developing reading comprehension skills.

e) Teach reading strategies

Strategies are "the tools or active", self-directed involvement necessary for developing communicative ability. To achieve the desired result, students need to learn how to use a range of reading strategies that match their purpose of reading.

f) Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading.

g) Build assessment and evaluation into the teaching

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training.

h) Strive for continuous improvement as a reading teaching

The quality of the individual teacher is integral to the success of second or foreign-language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping readers discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.

2.3.2. Teaching Reading Comprehension by Using Running Dictation with SGQ

Incorporating Running Dictation with SGQ into reading instruction offers a well-rounded approach to enhancing students' engagement, comprehension, and critical thinking skills. The theory underpinning Running Dictation highlights the value of integrating physical activity into learning. When students exchange greetings and engage in guided questioning, they develop interpersonal skills alongside their reading proficiency. Additionally, this method provides an enjoyable, low-stress environment that reduces reading anxiety, making students more receptive to tackling challenging texts. The combination of physical movement, social interaction, and purposeful questioning enhances cognitive engagement, resulting in deeper understanding, better retention, and improved critical thinking skills.

Similarly, according to Brown (2020) and Johnson and Baker (2017), the act of generating questions requires students to think deeply about the text, engaging with its content on a higher cognitive level. This process promotes not only better comprehension but also the development of analytical and questioning skills essential for academic success.

Both Running Dictation and SGQ leverage the power of collaboration to deepen learning. Miller, Taylor, and Woods (2019) explain how working in pairs or groups fosters communication and teamwork, while Green (2021) highlights the role of peer interaction in enhancing comprehension. By engaging in shared tasks

and discussions, students benefit from diverse perspectives and collaborative problem-solving, which further strengthens their understanding.

Finally, SGQ aligns with theories of student empowerment and self-directed learning. Encouraging students to create and answer their questions fosters autonomy and builds confidence in their ability to engage with complex texts (Johnson & Baker, 2017; Brown, 2020). This empowerment supports a transition from teacher-led instruction to student-centered learning, preparing students to be independent and reflective readers.

To sum up, the integration of Running Dictation and SGQ bridges physical activity, cognitive engagement, and collaborative interaction to create a comprehensive approach to reading instruction. The synergy of these methods supports diverse learning styles and fosters deeper comprehension, making reading practice both effective and enjoyable. By building critical thinking, teamwork, and self-directed learning, this approach equips students with essential skills for lifelong learning.

2.4. Narrative Text

The narrative text is a text focusing on specific participants. Its social function is to tell stories of past events and entertain the readers. It is created in a constructive format that describes a sequence of fictional or non-fictional events. The important part of narration is the narrative mode, the set of methods used to communicate the narrative through narration. According to Boheemen (2009), narrative text is a story that is 'told', and conveyed to recipients, and this telling requires a medium; that is, it is converted into signs. As was evident from the definition of a narrative text, these signs are produced by an agent who relates, who 'utters' the signs.

Furthermore, McQuillan (2000) points out that in every narrative text, one can point to passages that concern something other than events: an opinion about something, for example, or a disclosure on the part of the narrator that is not

directly connected with the events, e description of a face or a location, and so forth.

In general, the narrative text is described as the structural framework that underlies the order and manner in which a narrative is presented to a reader, listener, or viewer. The narrative can also be written to teach or inform, to change attitudes or social opinions. Narrative sequences the characters in time and place but different from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. Carrasquillo, et.al (2004), argues that narrative text is found in stories and has a structural organization that includes a beginning, middle, and end of the story. The student's understanding of the structure of the text facilitates their comprehension.

The narrative is a type of text that is proposed to amuse and deal with the actual and vicarious experience in different ways. The narrative also deals with problematic events that lead to a crisis or turning points of some kind, which in turn find a resolution. It is also a description of a series of events, either real or imaginary, that is written or told to entertain people. Barthes (2004), assumes that narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances as though any material were fit to receive man's stories. The narrative is presented in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news items, and conversation.

The narrative text is a story of complications or problematic events and it tries to find resolutions to solve the problems. An important part of narrative text is the narrative mode, the set methods used to communicate the narrative through a process narration. It proposes to amuse or entertain the reader with something that is there in the story. There are at least four stages in a narrative, with steps often repeated to increase the suspense and complexity (Baskerville and Wagner, 2000). Moreover, every simple narrative has:

1. Orientation: It serves to capture attention, establish the mood, and introduce characters. It also sets the scene by creating a visual picture. The orientation of narrative text creates the first impression and hints at the direction of the story

(and the conflict that will ensue) to tantalize the reader.

2. Complication: conflicts or crises which affect the main characters either directly or indirectly. These crises could be actual or imagined, psychological or physical.

3. Series of events: the story continues through a series of expected or unexpected events that allow for further complication or resolution.

4. Resolution: it is the solution to the conflict. One way is to have a final twist or reversal, which depends on the lead-up of the whole story. This works by setting the reader up to expect one thing to happen and then at the last moment reversing that expectation.

5. Reorientation: it sets the scene again and locates the characters in it.

2.4.1. Generic Structures of Narrative Text

Knapp and Watkins (2005) highlight the typical structure of narratives, including:

1. Orientation: Setting the scene and introducing characters.
2. Complication: Presenting a problem or conflict.
3. Resolution: Solving the problem or conflict.
4. Coda (optional): Summarizing the lesson or outcome.

2.4.2. Types of Narrative Text

Knapp and Watkins (2005) outline that narrative texts aim to entertain, inform, or teach life lessons by telling a story. They explain that different narrative text types include:

1. Fables: Stories with moral lessons, often featuring animals as characters.
2. Legends: Semi-true stories passed down through generations, often embellished to highlight heroic deeds.
3. Myths: Stories that explain natural phenomena, cultural traditions, or the origins of the world.
4. Fairy Tales: Fantasy-based narratives involving magical elements and

moral lessons.

5. Historical Narratives: Stories set within a historical context, often blending fact and fiction.

6. Science Fiction and Fantasy: Imaginative stories that explore futuristic or magical realms.

Thus, using the running dictation with the SGQ technique, the researcher used the theme of folktales, fairy tales, and fables as the topic of the material during treatment.

2.4.3. The Language Features of Narrative Text

There are language features which can be found in the narrative text as the following characteristics (Joyce and Feez, 2000):

a) Specific often individual participants with defined identities. Major

b) participants are humans or sometimes animals with human characteristics.

c) Mainly use action verbs (material processes) that describe what happens.

d) Many narratives also use thinking verbs (mental processes) that give us information about what participants think or feel, such as wondered, remembered, thought, felt, and disliked.

e) Normally use past tense

f) Dialogue often includes and uses several saying verbs (verbal process) such as said, asked, and replied. Sometimes these verbs also indicate how something is said.

2.5. Running Dictation Technique

2.5.1. Definition of Running Dictation

Newton (2009) defines running dictation as a kind of dictation where short dictation text typed in a large font is posted on the wall outside the classroom. Running Dictation is an amazing technique that involves all of the English skills

from listening, speaking, reading, and writing.

Running dictation is the technique where the students work in groups to dictate the sentence, there is a runner and a writer in each group (Hess, 2001). Running dictation is an activity for pupils who enjoy moving around and working in teams as stated by House et.al (2011).

Running dictation is an engaging and interactive activity that combines physical movement with comprehension, making it an effective tool for learning. Willis (2006) explains that physical involvement during learning stimulates cognitive processing, which enhances both attention and retention. This active engagement is further supported by Dörnyei and Murphey (2003), who highlight that running dictation fosters teamwork, encouraging collaborative learning and peer support. In addition to promoting collaboration, Harmer (2007) notes that this activity also encourages students to pay close attention to text details, which supports improved comprehension and accuracy. Moreover, Thornbury (2002) and Nation (2009) argue that running dictation benefits contextual vocabulary learning, helping students better understand and retain language elements. Through these combined benefits, running dictation proves to be a valuable tool for enhancing both comprehension and language acquisition.

In conclusion, running dictation proves to be an effective and engaging activity that not only enhances comprehension through physical involvement but also promotes teamwork, attention to detail, and vocabulary retention. By combining movement with learning, it supports both cognitive processing and collaborative skills, making it a valuable tool for improving language acquisition and overall comprehension.

2.5.2. Previous Study of Teaching Running Dictation

1. The study of Nadya in 2021, entitled "The Influence of Running Dictation and Learning Motivation toward Reading Comprehension Achievement of the Eight Grade Students of SMPN 35 Palembang". The result is there was significant influence in students' reading comprehension students who have

high and low learning motivation by using running dictation technique and teaching technique.

2. The study of Wuryani in 2010 entitled "An Effort to Improve the Students' English Ability through Running Dictation Strategy (A Classroom Action Research on the fift^h grades students of SD Negeri Sidomulyo, Pagerbarang District, Tegal Regency in Academic Year 2009/2010)". Quantitative data were obtained from the result of students' achievement which was analyzed by using the percentage. Based on the result, it could be concluded that the technique of the Running Dictation strategy could improve the student's English ability.

3. The study of Sabrina in 2023 entitled "The Effect of Using Running Dictation Game Toward Students' Comprehend in Reading Descriptive Text at The Eighth Grade Students of MTs Hubbulwathan Duri". The result is there was a significant effect of using the Running Dictation Game in Comprehend Descriptive text on the eighth-grade students of MTs Hubbulwathan Duri.

4. The study of Peggy, et.al in 2020 entitled "The Effect of Running Dictation Technique Towards Students' Reading Comprehension at The Second Grade Students of SMPN 4 Batukliang Utarain Academic Year 2017/2018. The result is running dictation technique has a positive effect on students' reading comprehension.

2.5.3. Procedures of Teaching Running Dictation

According to Wright (2006), there are some procedures for running a dictation strategy as follows:

a. Depending on the size of the class, display one or more copies of the text on the classroom wall or a table.

b. Divide the learners into pairs and have each pair decide who will be Learner A and who will be Learner B.

c. Explain the rules of the game as follows: Learner A must run to the text, read it, and try to memorize as much of it as possible before running back to Learner B. Learner A dictate what they remember of the text to Learner B, then Learner B should record it in writing. Learner A can run to the text as

often as is necessary to complete dictating the whole text. Ask each team to read out the text.

d. Applaud the first pair to finish with no mistakes.

Running dictation is one type of technique to teach reading correctly. In running dictation, students work in groups.

These are the examples of implementing running dictation according to Nation (2009) with SGQ, as follows:

1. Students work in small groups that consist of three students in each group.
2. One learner is the writer and the other is the runners, who go to the dictation text, memorizes a short sentence, returns to the writer, and retells it.
3. If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another and tells them what they have read.
4. The second student then runs to a third and does the same.
5. The third student in turn tells the scribe what they have heard.
6. After every student got their turn, they recomposed the pieces of text into the best arrangement of narrative text.
7. When they finished it, they composed some questions related to the narrative text.
8. After finishing making the questions, the questions were distributed to other groups accompanied by yells or greetings.
9. In the end, every group should answer each question correctly.

In conclusion, this activity demonstrates an effective way to engage students in a collaborative and dynamic learning process. By incorporating movement and teamwork, it encourages active participation, enhances memorization, and strengthens communication skills. Rotating roles ensures equal involvement, while the competitive element adds motivation and excitement. Properly structured and managed, this method can make learning both enjoyable and effective, fostering a positive classroom environment.

2.5.4. Advantages of Teaching Running Dictation

Lightfoot (2013), cities that advantages of running dictation as follows;

a) Positive interdependence,

b) It can be a very motivating and fun lesson for the students,

c) Dictation can also be used to promote the skill of inferring from context,

d) Running dictation has made reading tasks more fun and interesting,

e) Equal participation each student within the group has an equal opportunity to share.

2.5.5. Disadvantages of Teaching Running Dictation

According Madsen (1983), there are some advantages to using running dictation, as follows:

1. It can be noisy because the students run very fast.

2. It can make the teacher busy to manage the students.

2.6. Sending Greeting and Question (SGQ)

The Sending Greetings and Questions (SGQ) strategy is an educational approach that emphasizes social interaction and reflective learning, typically used to foster deeper engagement and comprehension in language learning activities. By encouraging students to send greetings and ask questions, SGQ promotes communication, interaction, and critical thinking, creating an environment where students can engage with the content and with each other. This strategy, though not as widely discussed as some others, is supported by several educational theories that highlight its benefits.

Vygotsky's (1978) asserts that learning is a social process, occurring through interactions with others. SGQ aligns with this theory by offering students opportunities to engage in meaningful communication, thereby enhancing language acquisition. By sending greetings and asking questions, students practice

language in a social context, which promotes cognitive development and language skills. This interaction also facilitates a deeper understanding of the material, as students are prompted to think critically about the content.

In line with Vygotsky's ideas, the SGQ strategy encourages learners to reflect on their learning while engaging in dialogue with their peers. Asking questions and sending greetings leads to deeper thinking, making the learning experience more meaningful and personally relevant. This process helps students construct knowledge more effectively, fostering a sense of ownership over their learning.

Additionally, SGQ promotes critical thinking by encouraging students to reflect on the material they are learning. Follow-up questions prompt students to analyze the content more deeply, facilitating the careful evaluation of information. Facione (2011) emphasizes that critical thinking involves making thoughtful connections, and SGQ, through its reflective nature, enhances students' ability to evaluate and understand the material.

Moreover, SGQ aligns with the principles of interactive and collaborative learning. Johnson and Johnson (1994) highlight the benefits of cooperative learning, noting that students who engage with each other in structured ways tend to achieve better learning outcomes. SGQ, by encouraging questions and greetings, fosters collaboration, allowing students to exchange ideas, support each other, and co-construct knowledge.

Sending greetings and questions is a cooperative learning model that encourages students to create questions related to the material given, then the questions are sent to other groups accompanied by greetings or yells (Mariyanti, 2019). Meanwhile, Pudjantoro (2016) also stated that greetings or yells could make a large enough contribution to foster cohesiveness when in groups.

Meanwhile, Setiyorini (2014) said that the cooperative learning model of sending greetings and sending questions aims to make learning active and not boring to improve learning outcomes. In addition, in this type of cooperative learning model, sending greetings and questions can optimize student activities and

learning outcomes so that teaching and learning activities are more fun (Sumarni, 2016).

In summary, SGQ integrates several key educational theories to foster a deeper, more interactive learning experience. It not only encourages critical thinking and collaborative learning but also enhances student motivation and engagement, making it a powerful tool for improving language acquisition and comprehension.

2.7. Procedure of Teaching of Reading through Running Dictation Modified

There are some steps in teaching reading comprehension through running dictation with SGQ as follows:

No.	Procedure of Teaching Reading through Running Dictation (Wright,2006)	The procedure of Teaching Reading through SGQ (Lie, 2010)	The procedure of Teaching Reading through Running Dictation with SGQ
1.	The students working in teams	1. The teacher divides the students into groups of four	1. The students are divided into some group
2.	Text is cut into discrete sentences. These cut-up texts are placed on the wall around the classroom.	2. Each group assigned to write down several questions that will be sent to another group. The teacher supervises and helps choose the questions which are suitable	2. The students were provided five pieces of text that should be put in different places, for example at the door, behind the door, on the table, on the wall, or on the whiteboard.
3.	One person is the writer and the other is the runner.	3. Then, each group sends one messenger who will convey greetings and questions from their group.	3. The first runner runs to the text box provided in several places and dictates the text to the first writer.
4.	The runner reads and memorizes a short phrase or sentence of a text posted on the wall, runs to the writer, and tells him/her the phrase or sentence. The writer writes down what he/she has heard from the runner. The writer can ask the runner relevant questions about words, spelling, and punctuation if needed.	4. Each group works on questions sent from other groups	4. All students take turns being runners and writers until the first writer becomes the last runner

5.	All students will take turns being runners and writers until the first writer becomes the last runner	5.	Once finished, the answers of each group are checked the answers of the group that created the questions.	5.	When all group members read the text, they sit down and the researcher asks to the students check the spelling and any missing words.
6.	hen all group members read the text, they sit down and the teacher asks to the students check the spelling and any missing words			6.	After doing that so, the students in the group choose one of the readings about narrative text and ask some questions related to it.
7.				7.	After verifying the text, the teacher asks groups to greet and exchange questions related to the text's content.
8.				8.	The students share answers and discuss the text's meaning, focusing on comprehension and critical thinking.
9.				9.	The students reflect on the activity, highlighting what they learned, the challenges faced, and how they worked together.
				10.	The teacher offers constructive feedback on their teamwork, accuracy, and understanding of the text.

2.8. Definition of Perception

Perception, derived from the Latin word *percipio*, refers to the process of organizing, relating, and interpreting sensory information to represent and understand the world. It involves how we become aware of, regard, or interpret the world around us through our senses—such as sight, hearing, touch, taste, and smell. According to the Oxford Dictionary (2016), perception is the ability to see, hear, or become aware of something, and it goes beyond mere sensory events to include how something is understood or interpreted by an individual. Perception allows us to make sense of the world, guiding our behavior and responses based on that understanding.

Barry (1998) explains that perception is the process through which we detect, organize, and make sense of stimuli in our environment. Different theories of perception emphasize varying roles for sensation and higher cognitive processes. Some theories suggest that perception begins with basic sensory input, while others highlight the significance of cognitive factors like memory, attention, and prior knowledge in shaping how we perceive the world. This distinction shows that perception is not a passive event but a complex cognitive process that enables us to interpret and respond meaningfully to the world.

Building on this, Ponty (1962) suggests that perception is intrinsically tied to our physical existence. He argues that human experience is not merely an intellectual understanding or detached observation, but is deeply rooted in our embodied engagement with the world. In his view, perception is an active, dynamic relationship between the perceiver and the environment. Rather than perceiving as a passive reception of sensory data, Ponty (1962) emphasizes that we actively engage with our surroundings, interpreting and responding to them as we navigate the world. This perspective asserts that perception is not just a cognitive or internal process, but is deeply connected to our physical body, which shapes how we experience and understand the world.

Thus, perception can be seen as an ongoing, dynamic process. It is not a detached intellectual effort, but rather an embodied, lived experience in which we continuously engage with and make sense of our surroundings. This engagement involves not only taking in sensory data but also interpreting, responding to, and acting on that data. In essence, perception is the process through which we select, receive, organize, and interpret information from our environment in a way that makes it meaningful and useful. It allows us to navigate the world, make judgments, and interact with our surroundings coherently and effectively.

Therefore, perception is both a cognitive and sensory process—an active interpretation of the world that draws on immediate sensory input as well as previous experiences, emotions, and contextual knowledge. It enables individuals to make sense of their surroundings, recognize patterns, and respond appropriately

to the stimuli they encounter. Perception is crucial in helping us navigate daily life, from simple tasks to more complex decision-making, by allowing us to interpret and engage with the world meaningfully.

In conclusion, perception is an embodied, dynamic process that transcends simple cognitive or sensory input. It is an active and reciprocal relationship between the perceiver and the environment, deeply embedded in our physical presence in the world. Rather than passively receiving sensory data, we interpret and respond to our surroundings, drawing on past experiences, emotions, and contextual understanding to generate meaning. This approach underscores perception as an essential aspect of human experience, necessary for navigating, interpreting, and interacting with the world coherently and purposefully.

2.8.1. Indicators of perception

According to Robbins (2003), there are two indicators of perception:

a) Acceptance

The process of acceptance or reabsorption is an indicator of perception in the physiology stage. It is about the function of the five senses in grasping external stimuli.

b) Evaluation

The external stimulus that has been grasped will be evaluated. It is a subjective evaluation. It will be different perceptions of each person in the environment.

2.8.2. Types of Perceptions

Based on the explanation of Robin (2003), there are three types of perception as follows:

1) Person Perception

Person perception refers to those processes by which we come to know and think about others, their characteristics, qualities, and inner state.

2) Social perception

Social perception means that trying to understand people whether they are professional athletes, politicians, leaders, criminal defendants, entertainers, or loved and closer to home is not an easy task. Perception does not occur in a vacuum instead we bring to bear prior knowledge that we have structured and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than creatures of the moment.

3) Perception of the situation

Social psycholinguistics views a situation as all the social factors that influence a person's experience or behavior at a given time and place. It is an interaction of time and space within which we act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli in our interpretation of the stimuli.

2.9. Theoretical Assumption

Drawing on the theories previously elaborated, the researcher hypothesizes that the combination of Running Dictation and the Sending Greetings and Questions (SGQ) technique can help improve students' reading comprehension achievement. Running Dictation, as an interactive technique, allows students to work together in groups, share ideas, and actively engage in classroom activities. This collaborative environment not only enhances their learning experience but also fosters a deeper understanding of the material. On the other hand, the SGQ technique encourages students to formulate questions and answers, promoting critical thinking and reflection on the content.

The use of these distinct techniques is expected to have different effects on students, particularly in shaping their interaction toward reading and their overall comprehension skills. The collaborative nature of running dictation motivates students to interact meaningfully with their peers, which can lead to improved

retention and understanding of the material. Meanwhile, the SGQ technique emphasizes the importance of inquiry and comprehending the text, which helps students not only grasp the literal meaning of the text but also analyze and interpret its deeper implications. The researcher believes that combining these techniques can create a balanced and dynamic learning environment, where students benefit from both teamwork and individual critical engagement.

Therefore, the researcher assumes that the integration of running dictation and the SGQ technique has significant potential to enhance students' reading comprehension. This combination fosters a more active, reflective, and collaborative approach to learning. By engaging students in activities that promote teamwork and independent thinking, this integrated approach not only strengthens their comprehension abilities but also cultivates essential skills such as communication, problem-solving, and critical analysis.

2.10. Hypothesis

The hypothesis is a statement in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. The hypotheses of this study are as follows:

1. The study reveals a significant difference in reading comprehension between students taught by running dictation techniques combined with SGQ and those taught by running dictation without SGQ.

2. Vocabulary is the most significantly improved by the two techniques.

Briefly, those are the explanations about this chapter which are about reading, aspects of reading, teaching reading, running dictation, SGQ, the procedure of teaching reading by using running dictation with SGQ, students' perception, previous research, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses the research methodology, including research design, setting, population and sample, procedure, instruments, difficulty level, discrimination power, scoring system, data analysis, and hypothesis testing.

3.1. Design

A quasi-experimental design was used in this study to determine whether running dictation combined with SGQ influences students' reading comprehension. In this case, the researcher used a pre-test and post-test nonequivalent control group design. The nonequivalent control group design is a quasi-experimental research design where the experimental and control groups were not be chosen randomly. At the same time, the pre-test and post-test are given to both the control and experimental groups.

G1 = T1 X1 T2

G0 = T1 X2 T2

Where:

G1: experimental group

G0: control group

T1: pretest

T2: posttest

X1: treatment (using Running Dictation and SGQ)

X2: treatment (using the original of Running Dictation)

(Hatch and Farhady, 1982)

The researcher used a quantitative method for this study. The use of the quantitative method is to find out the effectiveness of running dictation and SGQ on students' reading comprehension. As stated by Hatch and Farhady (1998) quantitative methods are appropriate in such cases because they rely on numerical data and statistical analysis to establish relationships, make comparisons, or determine causation. On the other hand, because the sample of this research is not selected randomly, the Quasi-Experimental Design is used as the design of this research. This is in line with Creswell (2012) that when the sample of the research is not taken randomly, then the procedure is called a quasi-experiment.

3.2. Variables

This research has two variables, independent and dependent. Furthermore, X and Y symbols are needed to distinguish between two sentences. Symbol X is used for independent and symbol Y is used for dependent, such as:

    X: Running Dictation and Sending Greeting with Question (SGQ) Technique
    Y: Reading Comprehension and Students' Perception

3.3. Data Sources

The data sources include the time and the place of the research. This research was conducted in the academic year of 2024/2025, and it was held at SMP IT Permata Bunda IBS, especially in seventh grade. There are 3 classes of seventh-grade students at SMP IT Permata Bunda IBS. The researcher took two classes which consisted of 30 students and each class was taken as the sample. Class B was taught through running dictation combined with SGQ while Class A was taught through the original running dictation. In determining the experimental and control class, the sample of this research was chosen by purposive sampling.

3.4. Data Collecting Instrument

In this research, the writer used a test to collect the data. This study uses two kinds of tests, they are pre-test and post-test. The pre-test and post-test were used to see the effectiveness of running dictation with SGQ. The description of the pre-test and post-test are described as follows:

3.4.1. Pretest

Pre-test was given for both experimental and control classes before the treatment, it is to know students' basic reading comprehension before the running dictation combined with SGQ is given. As Creswell (2012) stated, a pre-test is a test for the research sample before the treatment is given to them. The pretest consisted of 20 multiple-choice questions with several narrative passages in which the students needed to answer the question based on the passage.

3.4.2. Posttest

The post-test was given after the treatment, it was also given for both the experimental and control classes. The result of the post-test score was used to measure the effectiveness of running dictation on students' reading comprehension. Furthermore, Creswell (2012) said that a post-test is a measurement of some attribute or characteristic that is assessed for participants in an experiment after the treatment. The post-test consisted of 20 multiple-choice questions with several narrative passages in which the students needed to answer the questions based on the passage.

Table 3.1 Specification of Try-Out Items (Brown, 2004)

Aspect of Reading	Question Number	Number of Items
Main Idea (topic)	5,10,11,16,36	5
Inference (implied detail)	3,22,26,27,31,35,	6
Supporting Detail	2,8,9,19,20,24,28,29,34,37,40	11
Reference	1,7,14,17,18,21,23,30,33,38,39	11
Vocabulary in context	4,6,12,13,15,25,32,	7

Specification of Pre-test and Post-test Items

No.	Aspect	Item Number					
		Pre-Test	Quantity	Percentage	Post-Test	Quantity	Percentage
1.	Main Idea (topic)	2,3,4,17	4	20%	2,3,4,17	3	20%
2.	Inference (implied detail)	1,8,12, 14	4	20%	1,8,12, 14	4	20%
3.	Supporting Detail	10,13,16 ,18	4	20%	10,13,16, 18	6	20%
4.	Reference	7,9,19, 20	4	20%	7,9,19, 20	4	20%
5.	Vocabulary in context	5,6,11, 15	4	20%	5,6,11, 15	3	20%
	Total		20	100%		20	100%

3.4.3. Questionnaire

The questionnaire was used to know students' perceptions of the techniques. It was used to gain data on students' perceptions in detail. The researcher delivered the items in Bahasa Indonesia to the students. The items delivered to the students were based on the stages of running dictation and sending greetings and problem techniques in teaching-learning activities.

Table 3.2 Specification of the Perceptions Questionnaire (Ponty, 1962)

No.	Indicator of students' perception	Item number of statement
1.	Awareness The student's awareness about the use of running dictation with the SGQ technique	1-4
2.	Past experience The students' experiences when the teacher uses running dictation with the SGQ technique	5-8
3.	Knowledge The student's knowledge after being taught by using running dictation with the SGQ	9-12

	technique in learning.	
4	Motivation The students' perception about the motivation of running dictation and sending greeting and questions technique in students' reading comprehension, especially in narrative text	13-16
5	Social Interaction The student's social interaction when the teacher uses running dictation with the SGQ technique	17-20

It is a Likert scale-based questionnaire because it is the most common scale to measure ordinal data (Setiyadi, 2018). The scale categorical terms: strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD) (Likert,1932).

Table 3.3 The Point of Questionnaire Scale

Scale	Point
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

For gathering qualitative data, to know learners' perceptions of the effect of using running dictation with the SGQ technique on students' reading comprehension. The researcher used clustering sampling in determining the respondents of qualitative data collection. The researcher selected this sampling because she intended to investigate learners' perception of the effect of using running dictation with the SGQ technique on students' reading comprehension from all levels of mean scores.

There were positive and negative worded statements used in the questionnaire. Positive-worded statements are statements that indicate attitudes or perceptions that

are expected or considered good. Meanwhile, negative-worded statements are statements that indicate conflicting or unexpected perceptions.

For negative statements, the scores need to be reversed to be consistent with positive statements. For example:

A "Strongly Agree" response (5) for a negative statement becomes 1.

A "Disagree" response (2) for a negative statement becomes 4.

The conversions are as follows:

Original Score	Conversion Score
1 (Strongly agree)	5
2 (Disagree)	4
3 (Netral)	3
4 (Agree)	2
5 (Strongly disagree)	1

After the scores are calculated, categorization is made to determine the perception (positive/negative). Example of categorization based on Likert scale (1–5):

1.00–2.33: Negative Perception

2.34–3.66: Neutral Perception

3.67–5.00: Positive Perception

3.5. Research Procedure

The procedures of the research were as follows:

1. Determining the population and then selecting the sample
   The population of this research was the seventh grade of SMP IT Permata Bunda. The samples were chosen by purposive random sampling. The researcher took two classes. These two classes were randomly assigned into the experimental class and control class.

2. Arranging the materials to be taught

    The materials were based on the material in the syllabus. Besides, the researcher also searched and added the narrative text materials.

3. Trying out the test

    Try out was conducted to identify how accurate and effective the tests before they were used to collect the data research and to identify whether the test could be administered or not.

4. Administering the pre-test

    The researcher prepared the pre-test material and gave the pre-test to both classes. This test aimed to know the students' basic reading ability. The test was multiple-choice and the students were required to answer the questions in 70 minutes.

5. Conducting treatments

    The researcher taught reading comprehension in the experimental class by using running dictation and SGQ. The researcher gave three times of treatments in three meetings, which were 2x35 minutes in every meeting.

6. Administering the post-test

    The researcher prepared the post-test materials and gave the post-test to both classes. The post-test was to measure the student's ability in reading after giving treatments. It was multiple-choice and the students will be required to answer the questions in 70 minutes.

7. Data analysis

    The results of the pre-test and post-test in experimental class and control class were analyzed by using independent group t-test to compare the data of the two means scores.

3.6. Technique of Data Analysis

In this research, the researcher used data collection techniques to teach narrative text and implementation of teaching reading of narrative text as follows:

1. The researcher used a pre-test as the first method of collecting the data.

2. The researcher conducted the treatments to know students' difficulty with material and media or strategy that is used during the teaching-learning process.

3. The researcher conducted the post-test in this research. This test was used to measure students' reading comprehension to know the effect after the implementation of running a dictation with SGQ strategy.

3.7. Validity and Reliability

To conduct research in scientific disciplines, they must be free of bias and distortion. Reliability and validity are two concepts that are important for defining and measuring bias and distortion.

3.7.1 Validity

The test and questionnaire have validity and reliability. An instrument is said to be valid if it measures accurately what it is intended to measure. In the research, the researcher used content and construct validity.

a) Content Validity of Reading Test

Setiyadi (2018) defines content validity as the extent to which an assessment tool reflects all the relevant concepts or domains associated with the material it aims to evaluate. A test achieves content validity when it fully addresses the subject matter that has been taught and is meant to be assessed.

In this research, the items of a test were validated by two validators based on the content of the instrument. The content validity of test items is conducted by including reading materials which are arranged based on materials already given and suitable based on the recent curriculum of secondary school, in line with the test syllabus. The content validity of the reading comprehension test was ensured by closely aligning the test design with the junior high school English curriculum,

particularly focusing on narrative texts. The test items were deliberately created to match the learning objectives and content outlined in the 7th-grade English syllabus at SMP IT Permata Bunda IBS Bandar Lampung.

To ensure content validity, the following steps were undertaken:

- **Analysis of the Curriculum**: A detailed review of the 7th grade English curriculum under the 'Kurikulum Merdeka' was carried out to identify the core components of reading comprehension that the test should measure.

- **Selection of Appropriate Texts**: The narrative texts included in the test were carefully chosen to reflect topics covered in the classroom. The researcher selected themes such as *folktales, fables, and fairy tales* for their relevance to the discussion texts genre.

- **Assessment of Key Skills**: Test questions were specifically designed to evaluate various aspects of reading comprehension, such as identifying main ideas, finding detailed information, understanding vocabulary in context, identifying pronoun references, and making inferences.

- **Expert Review**

  The test underwent careful review by a team of experienced English lecturers and teachers to ensure it adhered to curriculum standards and was appropriate for the target students' proficiency level (see Appendix 6).

- **Pilot Testing**

  A pilot study was carried out with a sample of 30 7th-grade students to identify potential issues related to question clarity, difficulty, and time allocation.

- **Item Analysis**

  Following the pilot testing, each test item underwent analysis to assess its performance. This analysis evaluated the difficulty level and discrimination power of each item, determining how well they differentiated between high and low performers. Items that did not meet the established criteria were either revised or replaced to improve their quality.

- **Pre-Test Question Development and Evaluation**

  In preparing the pre-test, the researcher designed 40 reading comprehension questions based on narrative texts aligned with the Merdeka curriculum guidelines. These questions aimed to assess various reading skills, including identifying the main idea, locating specific information, understanding vocabulary in context, and making inferences or references.

After administering the pre-test, the difficulty and discrimination power of the questions were analyzed in detail. The results revealed that:

a. Questions 5 and 10 were classified as difficult due to their high challenge level.

b. Questions 2, 12, 14, 15, 16, 27, 28, and 35 were identified as easy.

c. The remaining questions fell within the moderate difficulty range.

d. Further analysis identified questions with low discrimination power, including numbers 1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 18, 19, 21, 26, 28, 30, 35, and 40. These questions were excluded unless they demonstrated moderate to strong discrimination power.

e. To ensure a balanced representation across all reading comprehension categories (main idea, specific information, reference, inference, and vocabulary), some items that initially failed the criteria were revised to fill category gaps.

f. Ultimately, 17 questions were selected for inclusion in the preliminary pre-test. These were numbers 3, 11, 17, 20, 22, 23, 24, 25, 29, 31, 32, 33, 34, 36, 37, 38, and 39. However, to further optimize the test.

g. Excessively easy questions were removed.

h. Additional refinements ensured an even distribution of the assessed aspects.

- **Finalized Pre-Test Composition**

  The final selection comprised 20 questions, with the following categorization:

  a) **Easy:** Questions 12 and 15 (2 items, 10%)

  b) **Moderate:** Questions 3, 11, 17, 20, 22, 24, 25, 29, 31, 32, 33, 34, 36, 37, 38, and 39 (16 items, 80%)

  c) **Difficult:** Questions 5 and 10 (2 items, 10%)

  The finalized set of questions provided comprehensive coverage of all required aspects of reading comprehension. A detailed table outlining the categorization and question distribution is provided for further reference.

b) Construct Validity of Reading Test

Construct validity refers to the degree to which a test accurately evaluates the theoretical concept or skill it is intended to measure (Messick, 1995). In this research, construct validity ensures that the reading comprehension test items effectively capture the cognitive skills required for understanding discussion texts, including identifying key ideas, locating specific details, interpreting contextual vocabulary, recognizing references, and drawing inferences.

To confirm construct validity, the test items were systematically designed to correspond with the particular reading comprehension abilities outlined in the curriculum (Brown, 2000). This process involved crafting questions that aligned with both the content and the mental skills students were expected to demonstrate. The validation process also included expert reviews from experienced English educators, who evaluated the test items for their accuracy in reflecting the intended constructs. Additionally, statistical analysis of pilot test results was conducted to ensure that each item contributed significantly to the measurement of overall reading comprehension.

To fulfill the criteria of construct validity, the test items are presented in the table specification below (see Appendix 6).

Table 3.4. Distribution of Test Items Across Reading Comprehension Categories

No.	Aspect of Reading Comprehension	Number of Items	Converted to No.	Quantity	Percentage
1	Main Idea	5,10,11,36	5 (2), 10 (3), 11 (4), 36 (17)	4	20%
2	Specific Information	24,29,34,37	24 (10), 29 (13), 34 (16), 37 (18)	4	20%
3	Reference	17,23,38,39	17 (7), 23 (9), 38 (19), 39 (20)	4	20%
4	Inference	3,22,27,31	3 (1), 22 (8), 27 (12), 31 (14)	4	20%
5	Vocabulary	12,15,25,32	12 (5), 15 (6), 25 (11), 32 (15)	4	20%
	Total	20			100%

Table 3.5. The Validity of Test Instruments (see Appendix 8 and 17**)**

Try-Out

Valid	Invalid
21	19

Pre-test and Post Test

Experiment				Control			
Pretest		Posttest		Pretest		Posttest	
Valid	Invalid	Valid	Invalid	Valid	Invalid	Valid	Invalid
10	10	12	8	15	5	14	6

Based on Table 3.5 above shows that in the experiment class from pretest to posttest, valid responses increased from 10 to 12, suggesting improvement. Meanwhile, invalid responses decreased from 10 to 8, indicating fewer mistakes. On the other hand, in the control class from the pretest to the posttest, valid responses slightly decreased from 15 to 14, potentially showing stagnation or a natural decline. Meanwhile, invalid responses increased from 5 to 6, possibly due to random variation.

c) The Validity of Students' Questionnaire

The researcher used Pearson Product Moment by comparing r table with Pearson Correlation. The validity table is shown in the table below (see Appendix 10).

Table 3.6. The Validity of Students' Questionnaire

Valid	Invalid
18	2

Table 3.6 shows that there are two question items on the questionnaire that are invalid, namely statements number seven and twenty. The data reflects a highly successful outcome, with 90% valid responses and only 10% invalid responses, underscoring the effectiveness, reliability, and precision of the process or system being evaluated. The high proportion of Valid responses demonstrates strong alignment with expected performance, suggesting that the intervention, individuals, or mechanisms in place are well-prepared and efficient.

3.7.2. Reliability

The next important part that should be tested is the reliability of the test instrument. The instruments are reliable if they can measure the same subject on different occasions indicating a similar result.

a) Reliability of Reading Test

The researcher measured the reliability of the reading test using correlation product moment and then the result was included in the Spearman-Brown formula. The value of the instrument was very high and reliable if the final result showed a score of 0,80 – 1,00. It means that the reliability of the test is reliable (see Appendix 9).

Table 3.7. The Reliability of Reading Test

Experiment Class		Control Class	
Pre-test	Post-test	Pre-test	Post-test
0.723	0.748	0.843	0.817

b) Reliability of Questionnaire

Moreover, since the questionnaire is developed using the Likert scale, a Cronbach alpha is used to measure the internal consistency of the items of the questionnaire. The alpha ranges between 0 and 1. If the alpha achieved high value, the more reliable the questionnaire would be (Setiyadi, 2006).

The students' responses on the perception of the learning were tabulated and then analyzed with SPSS 25 to look for instrument reliability, with the following results (see Appendix 11).

Table 3.8. The Reliability Test of Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.865	20

3.8. Normality of the Instrument

A normality test was used to find out whether the distribution data was normal or not. The result shows that for all groups (Pre-Test and Post-Test, Experiment and Control), the significance values are above 0.05. Thus, it can be concluded that the data for all classes follow a normal distribution (see Appendix 14).

Table 3.9. Normality Test

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Learning Reading	Pre Test Experiment	.154	30	.067	.954	30	.214
	Post Test Experiment	.112	30	.200[*]	.934	30	.063
	Pre Test Control	.135	30	.170	.939	30	.086
	Post Test Control	.111	30	.200[*]	.940	30	.089

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

3.9. Homogeneity of the Instrument

After calculating the normality, the researcher analyzed the homogeneity of the pre-test and post-test in the experimental and control classes using SPSS 25. The

homogeneity test is aimed at studying whether the sample has equal variance from the population. The result shows that for all measures (Mean, Median, Median with Adjusted df, and Trimmed Mean), the significance values are above 0.05. Thus, it can be concluded that variances are homogeneous across the groups being tested (see Appendix 14).

Table 3.10. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of Learning Reading	Based on Mean	1.159	3	116	.329
	Based on Median	1.126	3	116	.342
	Based on Median and with adjusted df	1.126	3	112.618	.342
	Based on trimmed mean	1.159	3	116	.329

3.10. Level of Difficulty

The level of difficulty is used to classify the test items into difficult items and easy ones (see Appendix 19).

Classification:

a. An item with LD 0.00-0.30 = Difficult

b. An item with LD 0.31-0.70= Moderate (good item)

c. An item with LD 0.71-1.00= Easy   (Shohamy,1985)

Table 3.11. Difficulty Level of Try-Out Items

Easy	Moderate	Difficult
2,12,14,15,16,27,28,35	1,3,4,7,8,9,11,13,17-26,29, 30-34,36-40	5,10

Difficulty Level of Pre-test Items

Experiment Class			Control Class		
Easy	Moderate	Difficult	Easy	Moderate	Difficult
0	1-20	0	4	1,2,3,5 to 20	0

Difficulty Level of Post-test Items

Experiment Class			Control Class		
Easy	Moderate	Difficult	Easy	Moderate	Difficult
1,3,4,6,8,20	2,5,7,9-19	0	4	1,2,3,5 to 20	0

3.11. Discrimination Power

Discrimination power refers to the extent to which the items can differentiate between high and low-level students on that test. Besides the difficulty level, to determine whether items are of good quality. There should be a discrimination power. Discrimination power is used to differentiate between students with high ability and those with low ability (see Appendix 18). The criteria are:

1. DP= 0.00-0.20 = Poor items

2. DP = 0.21-0.40 = Enough items

3. DP=0.41-0.70 = Good items

4. DP=0.71-1.00 = Excellent items

5. DP=-(Negative) = bad items (should be omitted)   (Shohamy,1993)

Table 3.12. Discrimination Power of Try-Out Items

Poor	Enough	Good	Excellent
1,2,4,5,6,7,8,9,10,12,13,14, 18,19,21,26,28,30,35,40	3,11,15,16,20,22,24,27,37	0	17,23,25,29,31,32, 33,34,36,38,39

Discrimination Power of Pre-test Items

Experiment Class				Control Class			
Poor	Enough	Good	Excellent	Poor	Enough	Good	Excellent
1,2,6, 7,8,9,	3,4,5,16,17, 18,19,20	0	10,11,12, 13,14,15	4,6,16, 18,20	2,3,7, 9,12	0	5,8,10,11,13,1 4,15,17,19

Discrimination Power of Post-test Items

Experiment Class				Control Class			
Poor	**Enough**	**Good**	**Excellent**	**Poor**	**Enough**	**Good**	**Excellent**
1-7, 9,11,16,20	12,13	0	10,11,14, 15,17,18, 19	3,8,18	7,14,16, 20	0	1,2,4,5,6,9,10, 11,12,13,15, 17,19

3.12. Data Analysis

To evaluate the improvement in students' reading comprehension of narrative texts after implementing modified Running Dictation, the researcher analyzed scores using an independent t-test. The mean scores for each reading aspect before and after treatment determined the most improved aspect. Additionally, the mean scores of questionnaire indicators assessed students' perceptions of reading comprehension with Running Dictation and SGQ.

3.13. Hypothesis Testing

After collecting the data, the data was analyzed to determine whether there was an improvement in students' reading comprehension after being taught through running dictation with the SGQ technique. Independent group t-test was used to determine the significance level of the treatment effect. The result of the independent group t-test was to determine whether the first hypothesis was accepted or rejected. In this study, the researcher used a significance level of 0.05 and the probability of error in the hypothesis was only about 5%. The hypothesis was drawn as follows:

Related to the first research question in chapter one of this research, the hypotheses are:

H0: There is no significant difference between the students' reading taught through running dictation with SGQ and those taught through original running dictation.

H1: There is a significant difference between the students' reading taught through running dictation with SGQ and those taught through original running dictation.

Related to the second research question in chapter one of this research, the hypothesis is vocabulary is the most significantly improved by the technique.

Briefly, those are the explanations of this chapter which are research design, data source, procedure of research, validity and reliability, normality and homogeneity, discrimination power, level of difficulty, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter concludes and provides relevant suggestions based on the findings and analysis conducted throughout the study. This chapter serves as a comprehensive culmination of the research, offering insight into the implications of the study and proposing recommendations for further exploration and application.

5.1. Conclusions

This research has provided valuable insights into the effect of running dictation with sending greetings and questions. The researcher comes to the following conclusions:

1. There is a statistically significant difference between students taught by running dictation with sending greetings and questions and students taught by the original running dictation. It is relevant that running dictation with sending greetings and questions has better improvement than the original running dictation since it makes the students participate at every stage of the learning process and thus makes them comprehend the text better.

2. Vocabulary demonstrates the largest mean difference with significance, indicating that the treatment had a substantial positive impact on this aspect of reading.

3. Running dictation with sending greetings and questions leaves a good or positive perception, especially for social interaction. Most of students said that they could get a better learning environment after the implementation of the technique. Students can work together and share their knowledge to help each other learn.

5.2. Suggestions

This section aims to provide valuable recommendations based on the findings and conclusions of this research study. The following suggestions are offered for the teacher and further research for those who have the intention to implement the technique.

5.2.1. Suggestions for the Teacher

1. **Provide Clear Instructions**

   The teacher should explain the steps of running dictation using SGQ (Sending Greetings and Questions) briefly and clearly to ensure students understand and can follow the instructions effectively.

2. **Incorporate Ice-Breakers**

   The teacher should use engaging ice-breaking activities to capture students' attention and help them stay focused and concentrated during the lesson.

3. **Introduce Challenging Vocabulary**

   The teacher should familiarize students with challenging vocabulary related to narrative texts beforehand. This could help students better understand the content of the narrative text they are learning.

5.2.2. Suggestion for further research

1. **Investigate Influencing Factors**

   Future research should explore psychological, motivational, and situational factors that contribute to low engagement and poor performance in specific student groups.

2. **Analyze Task Structure and Complexity**

Further studies are recommended to examine how the structure and complexity of tasks, such as those used in the intervention, influence students' comprehension skills, including reference, inference, supporting details, and main ideas.

3. **Evaluate the Impact on Motivation and Engagement**

Future research should focus on how this technique influences student motivation, engagement, and attitudes toward language learning. Both quantitative and qualitative methods should be employed for a comprehensive understanding.

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