

Employing Running Dictation for Developing Students' Vocabulary Mastery for the Tenth-Grade Students of SMAN 1 Nita

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ABSTRACT

The objectives of the study were to improve the students' vocabulary mastery in writing skills, to implement the Running Dictation Technique, and to determine the students' responses toward the use of running dictation.

The method of the research employed a Classroom Action Research (CAR) with the subjects of the research were 18 tenth-grade students of Class X-C selected through purposive sampling. Data were collected using vocabulary writing tests, observations, interviews, and field notes. **The results** indicated that the mean score improved from 62.35 in Cycle I, with 22.22% class percentage, to 77.26 in Cycle II, with 77.78% class percentage, and reached 87.44 in Cycle III, with 100% class percentage. The results of observation showed that the running dictation technique was implemented through the following stages: first, the researchers posted 5 sheets. Then, the teacher divided the students into 5 groups. Next, the teacher gave the students the opportunity to choose the first runner and writer in each group. Before the game started, the researchers explained the rules of the game and informed the students of the duration of the game. When the game began, the runners and writers had enough time to remember and comprehend the text before dictating it to their partners in order to minimize mistakes. The researchers repeatedly reminded each group to understand the texts using the pictures and to write the Indonesian translation after the English sentences. The researchers also reminded the students to rotate roles within the group until the entire text was completed. The results of the winning group were also announced to provide recognition and reward for the students' efforts. The results of students' responses were that the students became more enthusiastic in playing; they were also able to translate the texts more quickly and simply before submitting them.

Keywords: Employing; Running Dictation; Developing; Vocabulary; Mastery.

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INTRODUCTION

Language is a tool that enables human communication, particularly in conveying messages during interactions. It serves as a medium that facilitates and supports interpersonal exchanges. Furthermore, language functions as a means of strengthening social relationships, representing ideas, and conveying meaning, thereby fostering effective and clear communication. As stated by Komala et al., (2025) language is a cognitive system in which meaning is constructed through mental mechanisms such as perception, association, and mental representation (p. 1). Through these processes, language is formulated, stored in memory, and ultimately expressed to convey meaning in communication. From the statement above, language is not merely a set of words or symbols used by humans. In its use, language undergoes a process that involves formulation, planning, and development. Subsequently, language is stored in memory to be recalled and processed before it can ultimately convey meaning and significance in the expression of language as realized in reality.

Language plays a very important role in learning. Through language, a teacher can give targeted instructions to students. Language serves as the main medium for students to convey ideas, understand concepts, and express meaning. In the context of education, language serves not only as a means of communication between teachers and students but also as a tool for fostering

interaction, deepening understanding, and effectively conveying ideas and expressions of meaning. According to Fikria et al. (2025), language serves as a medium that enables us to exchange experiences and convey our thoughts and feelings (p. 89). The statement shows that language plays a central role in learning because it is the primary medium in the entire teaching and learning process, as well as providing encouragement in every stage of development.

English is one language that is widely recognized around the world. It is an international language used and recognized almost everywhere in the world. In Indonesia, it is still classified as a foreign language but it remains required to be studied in the education system. When learning English, it is important for learners to develop several main skills in order to communicate effectively and gain a comprehensive understanding of the language. According to Allaberganova & Bozorboyeva (2025), these skills consist of listening, speaking, reading, and writing (p.960). These four skills are interrelated in English language proficiency: listening is the ability to understand spoken language; speaking is the skill that demonstrates the ability to convey thoughts, ideas, or messages; reading is the ability to understand written text; and writing is the ability to express ideas and thoughts in written form.

Writing involves expressing ideas, opinions, and thoughts in written form. In English language learning, mastering writing is essential for constructing well-structured texts and producing coherent written works that convey intended meaning effectively. As stated by Munira & Rahmi (2025), writing skills are one of the essential language skills that learners must master (p. 57). Based on the above statement, writing plays a crucial role in language acquisition. Writing contributes to developing language proficiency by facilitating information transfer, enhancing cognitive skills, and supporting overall language development. In addition, it is important for English language learners to practice writing regularly to improve their cognitive abilities. Writing activities can train learners to understand the correct structure and order of the English language, while also encouraging an understanding of its function. Furthermore, writing requires critical thinking skills, encouraging learners to produce cohesive texts, particularly in English.

English has several sub-skills, namely grammar, pronunciation, and vocabulary. Grammar refers to the structure or syntax that governs how sentences are formed according to specific patterns. Pronunciation involves the way words are spoken, including sounds, intonation, and stress to ensure that the intended message is communicated clearly. Meanwhile, vocabulary is the collection of words a person knows and uses to construct sentences and convey meaning in the language. These three sub-skills support each other in helping a person master English effectively. As stated by Mbere et al. (2025), vocabulary, grammar, and pronunciation are sub-skills following the four main skills (p. 2). These sub-skills will certainly serve as a reference for language mastery, making the learning process more focused and integrated.

Building a vocabulary is the foundation of mastering a language. In order to construct a sentence, you need to know a word. A strong vocabulary can certainly help language learners to communicate more effectively and fluently, especially when learning English. Vocabulary can be defined as the collection of words and phrases in a language that enables individuals to comprehend, produce, and communicate meaning in both spoken and written forms. As stated by Firdaus et al., (2025) vocabulary is a crucial component of language learning and communication, serving as a building block for instruction and understanding spoken and written language (p. 168). However, language learners face many challenges and obstacles when trying to master this particular sub-skill. As stated by Normurodovna (2025), many learners find it hard to learn new words. English has thousands of words. This can seem overwhelming. It may feel like there is no way to know where to begin. (p. 5). This situation indicates that vocabulary development has become a crucial issue in English language learning. In addition, according to Yunus et al., (2025) many students struggle to expand their vocabulary, which can hinder overall English learning (p. 1).

A significant challenge in English language learning is the gap between theoretical knowledge and practical application of vocabulary. If English language learning is not balanced with sufficient vocabulary mastery, producing texts based on organizational stages becomes very difficult. Several studies also indicate that this problem is caused by the use of inappropriate strategies or techniques. According to Zeng et al., (2025) although vocabulary development is essential for English learners,

a gap exists between research and classroom practice. This gap can limit students' vocabulary acquisition, hindering their ability to understand texts and express ideas effectively. (p. 1). In other words, this gap results from the unsuccessful process of transferring vocabulary from theory into practice. If the implemented learning methods are ineffective or misaligned with the intended implementation, this is considered a gap, which indicates a discrepancy between planned and actual teaching practices and may hinder students' learning outcomes.

Insufficient vocabulary mastery can have several negative impacts, including short-term memory loss or weak retention, as explained by previous research on forgetting. According Al-qolam, (2025) forgetting is often linked to insufficient practice and a lack of meaningful use, suggesting that teachers should provide more varied reinforcement and engaging activities. Overall, the study confirms that while traditional methods, such as memorization and dictionary use, remain relevant, they should be complemented with innovative and integrative strategies to support sustained vocabulary learning and retention (p. 159). Nevertheless, with the right approach, developing your vocabulary can be enjoyable and effective. Considering the challenges in attaining satisfactory vocabulary mastery, the researchers implemented the Running Dictation Technique as an instructional approach to enhance students' vocabulary learning in English.

Running Dictation is a technique and that involves several students in a group to read, memorize, move, and rewrite a text. This activity requires cooperation, communication, and role rotation among group members in reconstructing information obtained through movement and memory. As stated by Mamoribo (2025), Running Dictation is an active, collaborative learning method that requires students to work in pairs or small groups to reconstruct written texts by integrating physical movement and memorization (p. 22). From the above statement, Running Dictation is an activity that truly requires the writers and runners to be active in remembering and reconstructing the text correctly. According to Rindayani, (2025) students' vocabulary problems are often caused by passive learning methods that limit engagement. Running dictation is considered an effective strategy for addressing this issue because it actively involves students in reading, listening, memorizing and rewriting activities, helping them to process and retain vocabulary more meaningfully (p. 8). This demonstrates the importance of this technique for learners, as it requires active participation and emphasizes a kinesthetic learning style.

The Running Dictation activity is an efficient strategy for addressing students' vocabulary limitations. Based on Hildayani, (2025) limited vocabulary reduces students' ability to construct meaningful sentences and freely express their ideas, which also leads to boredom and low interest in classroom activities. Therefore, Running Dictation serves as a solution to this problem by engaging students in reading, memorizing, writing, and practicing vocabulary through collaborative and physical activities (p. 12). In other words, this method helps students organize new words in relevant settings, improve vocabulary retention, and improve their capacity to construct coherent, grammatically sound sentences. Based on these conditions, the objectives of this research were to improve the students' vocabulary mastery in writing skills, to implement the Running Dictation Technique, and to know the students' responses toward the use of Running Dictation. Therefore, researcher needed an interesting learning strategy to make students more active and cooperative to improve their vocabulary. So, the researchers chose the Running Dictation Technique to improve the students' vocabulary with the research title "Employing Running Dictation for Developing Students' Vocabulary Mastery for the Tenth-Grade Students of SMAN 1 Nita."

METHOD

This research employed a Classroom Action Research (CAR) design. In this research, the researchers played a pivotal role in thinking critically, designed effective learning strategies, evaluated outcomes, and correcting errors to develop improved strategies based on the findings from the actions that have been implemented. As stated by Ervina et al., (2025), Classroom Action Research has been shown to motivate teachers to engage in critical thinking, plan and implement instructional interventions, assess the results, and adjust their strategies based on evidence obtained from classroom practices (p. 2685).

This research was conducted at Negeri 1 Nita Senior High School, which is located on Nita-Koting Street, Nita Sub-district, Sikka Regency, East Nusa Tenggara Province, Indonesia. Before selecting the target class, the researchers conducted observations across all seven tenth-grade classes and found that Class X-C, consisting of 31 students, demonstrated the lowest performance in vocabulary mastery. Nevertheless, the researchers conducted purposive sampling and selected 18 people who voluntarily participated in this research. The Classroom Action Research was implemented across three cycles, which took place between November 28 and December 11, 2025.

This research employed four data collection techniques, namely observations, interviews, tests and note-taking. Accordingly, the research instruments in this research were divided into four types: a vocabulary writing test (including the pre-test and post-test), an observation sheet, and an interview guideline and field notes. Furthermore, the data analysis techniques were divided into qualitative and quantitative data. Qualitative data were obtained through observation, interview, and field notes to describe the learning process, classroom activities, and students' responses to these activities. Meanwhile, quantitative data were obtained from the results of the tests which measured students' vocabulary skills mastery before and after the Running Dictation Technique was implemented in the classroom as an instructional strategy.

The research followed the four-stage model. The four stages consist of Planning, Action, Observation, and Reflection, developed by Kemmis and McTaggart (1988), which were implemented following the recommendations of Lestari et al. (2025, p. 39). The first stage is planning, which involves identifying and analyzing the problems, then designing action plans to address them. The second stage, action, refers to implementing the strategies or interventions that have been planned. The next stage is observation, where the researchers monitored the implementation to determine the results and evaluate the effectiveness of the actions. The final stage is reflection, which involves reviewing the outcomes, identifying weaknesses, and preparing improvements for the next cycle.

As part of informed consent, the researchers provided participants with clear explanations regarding the purpose, procedures, potential risks and benefits, and the voluntary nature of participation. As stated by Schwind et al. (2025), informed consent is widely regarded as a fundamental principle in ethical research involving human subjects. The information provided should include the purpose of the research, its duration, the procedures to be followed, as well as the potential risks and benefits to the participant (p. 2). Similarly, the term refers to a procedure in which a participant is fully informed about various aspects of the research study before agreeing to take part. Furthermore, to analyze the quantitative data, the researchers used the following formula adapted from (Apriatni & Khaeroni, 2025, p. 326).

The mean score was calculated using the following formula:

$$X = \frac{\sum X}{N}$$

X = Mean score

$\sum X$ = Total score of all students

N = Number of students

To calculate the percentage of learning mastery, the following formula was used:

$$P = \frac{N}{F} \times 100\%$$

P = Class percentage

F = Number of students who achieve the minimum achievement criterion

N = Total number of students

FINDING AND DISCUSSION

Cycle 1

This cycle consists of four stages; planning, implementation, observation, and reflection. In the planning stage, the researchers developed learning tools and selected appropriate learning models to be implemented through Running Dictation Games. In the action stage, the Running Dictation Game was implemented as an active learning strategy embedded in descriptive writing and vocabulary practice activities. The observation stage involved systematically following and recording the activity procedures to ensure structured role assignment, rotation, and task completion within each group. The reflection stage entailed reviewing the collected classroom data to guide instructional planning for the next cycle.

1. Planning

In Cycle I, the researchers prepared the initial instructional design for implementing the Running Dictation Technique in vocabulary-oriented writing activities. The planning stage focused on structuring the learning objectives, instructional procedures, teaching materials, and assessment instruments to ensure systematic classroom implementation. The learning objectives were designed to introduce students to the Running Dictation Technique and to familiarize them with collaborative learning procedures involving physical movement and written text reconstruction. The instructional materials were prepared in the form of simple descriptive texts containing basic vocabulary that aligned with students' academic level. These texts were intended to support students in practicing vocabulary recognition, memorization, and written reproduction in a guided learning environment. The researchers also developed teaching modules that outlined step-by-step learning procedures, including group formation, role distribution, and activity sequencing. The research instruments were prepared in the form of observation sheets, interview guidelines, field notes, and vocabulary tests to support data collection and evaluation. The pre-test and post-test instruments were designed to measure students' vocabulary mastery before and after the implementation of the learning activities.

2. Implementation

In this cycle, the classroom action centered on the procedural execution of the Running Dictation Game as a structured, vocabulary-oriented descriptive writing activity, with the English teacher serving as the primary classroom observer who monitored the implementation steps. First, the researchers acted as the classroom practitioner by delivering descriptive text materials and providing a clear procedural briefing on the activity. Second, five descriptive text sheets were posted on the classroom board, each allocated to one of the predetermined student groups. Third, students were organized into small groups and prepared essential writing tools, specifically pen and paper to complete the dictated tasks. Fourth, the researchers explained the game rules in a systematic academic tone, outlining the roles of runner and writer and clarifying the role-rotation scheme to be followed chronologically by each group. Fifth, the first selected runner from each group moved to the front of the classroom to read and memorize the assigned text, returned to the group, and dictated the memorized sentences to the writer through whisper-based oral relay. The allocated time for reading, memorizing, and dictating the text was 7 minutes, ensuring that students had sufficient time to complete the task carefully. Sixth, roles were rotated in an orderly sequence until the text-reconstruction task was completed or the allocated time ended. Finally, each group conducted a written review by comparing their reconstructed text with the original on the board to confirm task completion and procedural alignment.

3. Observation

At this stage, the English teacher served as the classroom observer, whose role was solely to observe the Running Dictation activity and document students' participation during the learning procedures. The data presented below reflect the recorded classroom observations of students' role enactment and group participation throughout the activity. The results of observations of student participation in Cycle I are presented as follows:

Observation Instrument for Students

No.	Indicators	Yes	No
1	Students pay attention to the material or text prepared by the practitioner.	✓	
2	Students pay attention to the text excerpts posted on the wall for the Running Dictation activity.	✓	
3	Students form groups according to the practitioner's instructions.	✓	
4	Students prepare paper and a pen to write the dictated text.	✓	
5	Students pay attention to the practitioner's explanation of the game rules and each member's role.	✓	
6	Students choose the first runner in each group.	✓	
7	Students read and memorize sentences from the text on the wall (as runners).	✓	
8	Students dictate the sentences to the writer and the writer writes the dictated text correctly.	✓	
9	Students take turns being runners and writers according to the rules.		✓
10	Students check their written work and compare it with the original text.	✓	
11	Students actively and orderly follow all steps of the Running Dictation learning activity.		✓

Observation Instrument for Student Teacher

No	Indicators	Yes	No
1	The student teacher prepares relevant materials or tests for the Running Dictation activity.	✓	
2	The student teacher posts the text excerpts on the classroom walls.	✓	
3	The student teacher divides the students into several groups.	✓	
4	The student teacher provides each group with time to prepare paper and pens.	✓	
5	The student teacher explains the rules of the activity and the roles of each group member.	✓	
6	The student teacher asks each group to select the first runner.	✓	
7	The student teacher observes the runner reading and memorizing the sentences and dictating them to the writer.	✓	
8	The student teacher ensures that the activity is carried out in turns.		✓
9	The student teacher asks the groups to review their written work.	✓	

No	Indicators	Yes	No
10	The student teacher provides feedback and appreciation for the students' work.	✓	
11	The student teacher implements the steps of the Running Dictation activity systematically.		✓

The observations in this stage indicated that the Running Dictation Game had not yet been fully effective in supporting the learning process. Since the activity was competitive and required students to run and outperform other groups, several learners focused more on completing the task quickly than on following the game steps correctly. Moreover, student discipline remained relatively low, which caused the learning process to run less smoothly and lack order. Consequently, these conditions prevented the Running Dictation Technique from being implemented optimally in this cycle.

Following these classroom observations, data from the interview of the English teacher, revealed that students possessed writing abilities ranging from average to high. The observer explained that learners showed strong interest in writing activities, particularly when learning was delivered through enjoyable and creative tasks supported by contextual visual media such as images. According to the observer, visual stimuli helped students describe objects and situations more effectively, supported idea development, improved engagement, and made writing practice less monotonous. The observer also stated that Running Dictation fostered a lively classroom atmosphere, encouraged interaction, and improved students' motivation to participate actively in group-based writing practice.

From the students' perspective, interview data showed that students were aware of the essential role of English vocabulary mastery in supporting writing skills. Students acknowledged that limited vocabulary knowledge frequently hindered their ability to express ideas clearly in written form and that appropriate vocabulary selection and accurate usage significantly influenced their writing quality. However, students also reported that restricted time allocation, unfamiliar vocabulary in the learning texts, inconsistent rule adherence, classroom noise, and unstructured role rotation created confusion and reduced discipline. These challenges made it difficult for some learners to follow the activity flow effectively, especially in maintaining orderly and cooperative participation within their groups.

Supporting the interview data, field notes recorded that students demonstrated high enthusiasm and actively interacted with their teammates while completing the Running Dictation tasks. Students took turns running to read the posted text, memorized the vocabulary, and relayed the words to their groups for rewriting. Nevertheless, time pressure shifted many students' attention toward speed and competition rather than vocabulary comprehension. Field documentation also noted that several students became noisy and distracted, turn-taking was not implemented consistently, and group roles were not clearly structured, which caused confusion in task coordination. In addition, rule compliance was only partially maintained, requiring repeated reminders from the researchers. Although the activity remained engaging, improvements were needed in time management, classroom order, and role clarity for the next cycle. Furthermore, to analyze the improvement in student scores, the researchers administered a post test.

The following is the results of the post-test of Cycle I

No.	Students' Initial	Score
1	AL	68,75
2	ERN	53,12
3	EL	68,75
4	GVA	62,5
5	LG	56,12
6	MDG	75

7	MDID	56,25
8	MKNK	75
9	MLO	53,12
10	PCL	60
11	PW	56,25
12	PADS	56,25
13	SA	53,12
14	TCP	62,5
15	TY	59,37
16	VM	56,25
17	YRR	75
18	YWK	75
Mean score		62,35
Class percentage		22,22%%

Based on the results of the students' vocabulary post-test in Cycle I, students' achievement had not yet met the minimum achievement criterion. This was reflected in the mean score of 62.35, with only 4 out of 18 students (22.22%) successfully reaching the criterion. These results indicated that most students still needed improvement in vocabulary mastery.

4. Reflection

The results of Cycle I were collected from vocabulary tests, classroom observations, interviews, and field notes to evaluate students' vocabulary improvement, the implementation of the Running Dictation activity, and students' responses.

The results of the test showed that students' vocabulary mastery had not yet reached the minimum achievement criterion. This was indicated by the post-test results, which showed a mean score of 62.35, with only 22.22% of students (4 out of 18) achieved the criterion. These results suggest that most students still experienced difficulties in mastering vocabulary and required further instructional improvement.

The results of observation showed that the practitioner implemented most learning procedures effectively, including preparing materials, posting text excerpts, dividing students into groups, providing writing tools, explaining rules and roles, monitoring the activity, and giving feedback. However, aspects such as turn-taking and orderly participation were not consistently followed. From the students' side, observations showed that students were actively involved in the Running Dictation activity and demonstrated enthusiasm during group work. Students participated by taking turns as runners and writers, memorizing vocabulary, and dictating words or sentences to their peers. Nevertheless, several students tended to focus more on completing the task quickly rather than understanding the vocabulary and sentence meaning. Occasional classroom noise, rushing behavior, and unclear role execution were also observed, which affected students' discipline and the overall flow of the activity.

The results of the interview showed that the English teacher reported students' writing abilities ranged from average to high and that students generally showed strong interest in writing activities, especially when learning was supported by contextual materials and visual media such as pictures. The teacher also showed that visual support helped maintain students' engagement during writing tasks. The results of the student's interview also showed that students perceived the activities as engaging. However, students reported difficulties related to limited time allocation, unfamiliar vocabulary, inconsistent rule implementation, and classroom noise, which reduced their focus and discipline during the activity.

The results of the field notes showed that students demonstrated high enthusiasm and active interaction within their groups while participating in the Running Dictation activity. Students took

turns running to read the texts, memorizing vocabulary, and dictating words or sentences to their peers. Nevertheless, time pressure shifted students' attention toward speed rather than vocabulary comprehension. Field notes also recorded that some students were noisy, did not fully cooperate, and showed inconsistent adherence to rules, requiring repeated reminders from the researchers.

To address these issues and improve the next cycle, several effective actions were implemented. First, the duration of the activity was extended to allow students more time to complete the tasks and reduce excessive time pressure that previously affected vocabulary comprehension. Second, the vocabulary in the texts was simplified and adapted to be more contextual by including supporting images, enabling students to understand unfamiliar words more easily and relate them to real-life situations. Third, the learning materials were redesigned to focus on basic vocabulary, particularly synonyms and collocations, so students could implement the vocabulary directly in their writing tasks. Fourth, the game rules were revised so the assessment emphasized students' adherence to procedures and role rotation rather than only written accuracy, helped to improve discipline, cooperation, and orderly participation during the activity. Finally, rewards were provided to motivate students to follow the rules, participate actively, and maintain focus throughout the Running Dictation activity.

Cycle II

1. Planning

In Cycle II, the researchers refined the instructional planning by adjusting the learning objectives, materials, and assessment strategies to enhance the effectiveness of the Running Dictation Technique. The planning emphasized strengthening students' active participation, group cooperation, and vocabulary during writing tasks. The instructional materials were revised by simplifying vocabulary items and presenting more contextualized descriptive texts supported by visual media. These materials were designed to facilitate students' comprehension and improve their ability to implement vocabulary accurately in written form. The teaching modules were updated to include clearer role instructions and structured activity stages to support smoother group coordination. The research instruments remained consistent, including observation sheets, interview guidelines, field notes, and vocabulary tests. However, the assessment focus was refined to emphasize students' participation, adherence to activity procedures, and collaboration during group tasks. Individual post-test instruments were prepared to measure vocabulary improvement objectively after the learning activities.

2. Implementation

In this cycle, the classroom action focused on the implementation of the Running Dictation Technique as a structured, vocabulary-oriented descriptive writing activity, with the English teacher serving as the primary classroom observer who monitored each step of the process. First, the researchers acted as the classroom practitioner by delivering descriptive text materials and providing a clear procedural briefing on the activity. Second, five descriptive text sheets were posted on the classroom board, each allocated to one of the predetermined student groups. Third, students were organized into small groups and prepared essential writing tools, specifically pen and paper to complete the dictated tasks. Fourth, the researchers explained the game rules in a systematic academic tone, outlining the roles of runner and writer, and clarifying the role-rotation scheme to be followed chronologically by each group. Fifth, the first runner from each group moved to the front of the classroom to read and memorize the assigned text, then returned to the group and dictated the memorized sentences to the writer through a whisper-based oral relay. The allocated time for reading, memorizing, and dictating the text was 8 minutes, ensuring that students had sufficient time to complete the task carefully. During the activity, students demonstrated high engagement and collaboration, with accurate text reconstruction and proper use of vocabulary. Sixth, roles were rotated in an orderly sequence until the text-reconstruction task was completed or the allocated time

ended. Finally, each group conducted a written review by comparing their reconstructed text with the original on the board. Rewards were given to groups that actively followed the rules and participated, which enhanced motivation and sustained engagement throughout the activity.

3. Observation

At this stage, the English teacher served as the classroom observer, whose role was solely to observe the Running Dictation activity and document students' participation during the learning procedures. The data presented below reflect the recorded classroom observations of students' role enactment and group participation throughout the activity. The results of observations of student participation in Cycle I were presented as follows:

Observation Instrument for Students

No.	Indicators	Yes	No
1	Students pay attention to the material or text prepared by the practitioner.	✓	
2	Students pay attention to the text excerpts posted on the wall for the Running Dictation activity.	✓	
3	Students form groups according to the practitioner's instructions.	✓	
4	Students prepare paper and a pen to write the dictated text.	✓	
5	Students pay attention to the practitioner's explanation of the game rules and each member's role.	✓	
6	Students choose the first runner in each group.	✓	
7	Students read and memorize sentences from the text on the wall (as runners).	✓	
8	Students dictate the sentences to the writer and the writer writes the dictated text correctly.	✓	
9	Students take turns being runners and writers according to the rules.	✓	
10	Students check their written work and compare it with the original text.	✓	
11	Students actively and orderly follow all steps of the Running Dictation learning activity.	✓	

Observation Instrument for Student Teacher

No	Indicators	Yes	No
1	The student teacher prepares relevant materials or tests for the Running Dictation activity.	✓	
2	The student teacher posts the text excerpts on the classroom walls.	✓	
3	The student teacher divides the students into several groups.	✓	
4	The student teacher provides each group with time to prepare paper and pens.	✓	
5	The student teacher explains the rules of the activity	✓	

No	Indicators	Yes	No
	and the roles of each group member.		
6	The student teacher asks each group to select the first runner.	✓	
7	The student teacher observes the runner reading and memorizing the sentences and dictating them to the writer.	✓	
8	The student teacher ensures that the activity is carried out in turns.	✓	
9	The student teacher asks the groups to review their written work.	✓	
10	The student teacher provides feedback and appreciation for the students' work.	✓	
11	The student teacher implements the steps of the Running Dictation activity systematically.	✓	

The observations in this stage indicated that the Running Dictation activity was conducted under full monitoring by the observer, who observed both the students and the research process. In this Cycle II, the researchers changed the strategy for assessing the winning groups, where scores were awarded based on group cooperation and compliance with the game rules. The observer noted that this scoring approach supported more structured participation and encouraged students to engage in their roles more consistently. This scoring strategy was not used as a measure of vocabulary improvement. Students completed an individual post-test at the end of the activity to obtain valid data on students' vocabulary mastery.

Following these classroom observations, the data from the interview of the English teacher revealed that indicated that students exhibited writing proficiency at a moderate to advanced level. The observer emphasized that learners demonstrated strong interest in writing tasks, particularly when activities incorporated creative and interactive elements supported by contextual visual media such as images. The observer noted that visual stimuli enabled students to express written descriptions of objects and situations with greater precision, facilitated idea expansion, sustained task engagement, and made writing practice feel less repetitive. The observer also stated that the Running Dictation technique fostered an active classroom atmosphere, promoted peer communication, and strengthened collaborative involvement during group-based writing tasks.

From the students' perspective, interview data showed that students were aware of the essential role of English vocabulary knowledge in supporting writing quality. Students expressed that limitations in vocabulary range often restricted their ability to convey ideas clearly and accurately in written form. They also acknowledged that accurate word choice and correct lexical usage were key factors in shaping the clarity and overall quality of their writing outputs. Some students reported that they occasionally rushed when relaying memorized sentences to their groups, which at times reduced their attention to understanding unfamiliar vocabulary. Students also mentioned that role distribution within groups was not always clearly defined, which briefly affected task coordination, although group communication and cooperation continued.

Supporting the interview data, field notes documented sustained student enthusiasm and continuous communication within groups throughout the Running Dictation session. Students were observed alternating roles between text retrievers and writers, memorizing vocabulary collectively, and relaying words or sentences to teammates for written reconstruction. In several moments, students paused briefly to confirm spelling and sentence order before rewriting, indicating that recall challenges still appeared but did not interrupt peer interaction. Field records also captured occasional classroom noise, brief distractions, and inconsistencies in turn execution and role coordination, which intermittently influenced the sequencing of group tasks. The rule conformity

was implemented selectively in some parts of the activity; therefore, periodic verbal prompts from the teacher were required.

Furthermore, to analyze the improvement in students' scores, the researchers administered a post test.

The following is the results of the post-test of Cycle II

No.	Students' Initial	Score
1	AL	75
2	ERN	75
3	EL	78,12
4	GVA	90,62
5	LG	75
6	MDB	84,37
7	MDID	71,87
8	MKNK	78,12
9	MLO	78,12
10	PCL	81,25
11	PW	75
12	PADS	71,87
13	SA	75
14	TCP	78,12
15	TY	71,87
16	VM	71,87
17	YRR	81,25
18	YWK	78,2
Mean score		77,26
Class percentage		77,78%

Based on the results of the students' vocabulary post-tests in Cycle II, there was a significant improvement in their achievement. This improvement was reflected in the improvement of the mean score, which from 62.35 in Cycle I to 77.26 in Cycle II. In addition, the number of students who meet the minimum achievement criterion also improved from 4 students in Cycle I to 14 students in Cycle II. This indicated an improvement of 10 students who successfully achieve the criterion.

4. Reflection

The results of Cycle II were collected from vocabulary tests, classroom observations, interviews, and field notes to evaluate students' vocabulary improvement, the implementation of the Running Dictation activity, and students' responses.

The results of the test showed that students' vocabulary mastery improved based on the post-test administered at the end of the activity. The post-test results indicated a mean score of 77.26, with 77.78 percent of students (14 out of 18) achieved the minimum achievement criterion. This test was used as the main indicator of students' vocabulary mastery, as group scores in this cycle focused on cooperation and rule compliance rather than vocabulary achievement.

The results of observation showed that the practitioner implemented all learning procedures effectively, including preparing materials, posting texts with simplified vocabulary and contextual pictures, dividing students into groups, providing writing tools, explaining rules and roles, monitoring the activity, and giving feedback. From the students' side, observations showed that students followed the rules consistently, actively participated in the Running Dictation activity, and took turns as runners and writers. Students worked cooperatively within their groups and showed

structured participation. However, several students were still observed rushing during the activity, which reduced their attention to vocabulary comprehension and sentence meaning.

The results of the interview showed that the English teacher reported that students' writing abilities were at a moderate to advanced level and that students showed strong interest in writing activities, especially when learning was supported by contextual materials and visual media such as pictures. The teacher also showed that visual support helped maintain students' engagement and supported idea development during writing tasks. The results of the students' interviews showed that students were aware of the importance of vocabulary mastery for writing quality. However, some students reported difficulties in remembering sentences and understanding certain vocabulary due to rushing behavior during the activity.

The results of the field notes showed that students demonstrated high motivation and active interaction within their groups throughout the Running Dictation activity. Students took turns reading the texts, memorizing vocabulary, and dictating words or sentences to their peers for written reconstruction. Nevertheless, field notes recorded occasional classroom noise, brief distractions, and inconsistent focus, which affected the flow of the activity and required verbal reminders from the teacher.

Several effective actions were implemented to address the remaining weaknesses and improve the next cycle. First, the texts were rearranged to present sentences one by one rather than paragraph by paragraph, with each sentence accompanied by a supporting picture to facilitate comprehension. Second, students were required to complete the dictation results with an Indonesian translation before submission to strengthen their understanding of vocabulary and sentence meaning. These actions were expected to improve students' vocabulary mastery and overall engagement in the following cycle.

Cycle III

1. Planning

In Cycle III, the researchers further enhanced the instructional planning by optimizing learning materials, procedures, and assessment strategies to maximize students' vocabulary development. The planning focused on improving students' comprehension, retention, and application of vocabulary through more structured and supportive learning designs. The instructional materials were reorganized by presenting descriptive texts sentence by sentence rather than in paragraph form. Each sentence was accompanied by supporting visual media to strengthen contextual understanding. In addition, students were required to complete Indonesian translations of the dictated sentences to reinforce vocabulary comprehension and meaning recognition. The teaching modules were revised to include extended activity duration, clearer procedural guidance, and structured task sequencing to allow students sufficient time to read, memorize, translate, and reconstruct texts accurately. Research instruments, including observation sheets, interview guidelines, field notes, and vocabulary tests, were maintained to ensure consistent data collection.

2. Implementation

In this cycle, the implementation of the Running Dictation technique was conducted through several structured stages by integrating the effective actions implemented in the previous cycles. First, before the learning activity began, the researchers, acting as the teacher, created a conducive classroom atmosphere and clearly conveyed the learning objectives so students understood the purpose of the activity and the expected outcomes in improving their vocabulary mastery. Second, ten sheets of descriptive texts about daily activities were prepared and arranged sentence by sentence, with each sentence accompanied by a supporting picture. The texts were posted on the classroom board, the students were divided into five small groups, and each group determined their initial roles as runners and writers. Third, the researchers explained the game rules in a systematic academic manner, emphasizing the use of supporting pictures and requiring students to complete an

Indonesian translation of each dictated sentence before submission. Fourth, during the activity, runners read and memorized the sentences and then dictated them to the writers through whisper-based oral relay, with role rotation conducted in an orderly sequence until the text reconstruction was completed. The allocated time for reading, memorizing, and dictating the text was 9 minutes, allowing students sufficient time to understand the vocabulary and sentence meanings. Fifth, after completing the task, each group compared their reconstructed text with the original text to reinforce learning, and rewards were given to groups that actively followed the rules and participated, thereby enhancing students' motivation, engagement, and adherence to the activity procedures.

3. Observation

At this stage, the English teacher served as the classroom observer, whose role was solely to observe the Running Dictation activity and document students' participation during the learning procedures. The data presented below reflect the recorded classroom observations of students' role enactment and group participation throughout the activity. The results of observations of student participation in Cycle I were presented as follows:

Observation Instrument for Students

No.	Indicators	Yes	No
1	Students pay attention to the material or text prepared by the practitioner.	✓	
2	Students pay attention to the text excerpts posted on the wall for the Running Dictation activity.	✓	
3	Students form groups according to the practitioner's instructions.	✓	
4	Students prepare paper and a pen to write the dictated text.	✓	
5	Students pay attention to the practitioner's explanation of the game rules and each member's role.	✓	
6	Students choose the first runner in each group.	✓	
7	Students read and memorize sentences from the text on the wall (as runners).	✓	
8	Students dictate the sentences to the writer and the writer writes the dictated text correctly.	✓	
9	Students take turns being runners and writers according to the rules.	✓	
10	Students check their written work and compare it with the original text.	✓	
11	Students actively and orderly follow all steps of the Running Dictation learning activity.	✓	

Observation Instrument for Student Teacher

No	Indicators	Yes	No
1	The student teacher prepares relevant materials or tests for the Running Dictation activity.	✓	
2	The student teacher posts the text excerpts on the classroom walls.	✓	
3	The student teacher divides the students into several groups.	✓	

No	Indicators	Yes	No
4	The student teacher provides each group with time to prepare paper and pens.	✓	
5	The student teacher explains the rules of the activity and the roles of each group member.	✓	
6	The student teacher asks each group to select the first runner.	✓	
7	The student teacher observes the runner reading and memorizing the sentences and dictating them to the writer.	✓	
8	The student teacher ensures that the activity is carried out in turns.	✓	
9	The student teacher asks the groups to review their written work.	✓	
10	The student teacher provides feedback and appreciation for the students' work.	✓	
11	The student teacher implements the steps of the Running Dictation activity systematically.	✓	

In this third cycle, the observer and the researchers closely monitored the Running Dictation activity. The observer focused on students' responses to the game, while the researchers observed how students comprehended the changes in the texts provided. As a result, students showed higher enthusiasm during the activity and were able to translate the texts more quickly and accurately before submission. The vocabulary used was related to daily activities and more contextual, which better met students' learning needs and facilitated clearer understanding through precise steps and effective methods. The researchers concluded that the vocabulary materials adequately fulfilled students' needs, supporting the achievement of the post-test learning targets.

Based on the interview with the observer, students followed the procedures correctly, demonstrated improved writing skills, and responded positively to the contextualized materials. The observer noted that students were highly motivated and actively engaged, although the use of additional supporting pictures could further enhance vocabulary comprehension. Learning activities were effectively supported by relevant media, and students' writing results showed clear development. Students' vocabulary, including grammatical usage, also improved. The observer acknowledged that the Running Dictation Technique was highly effective for implementation with senior high school students.

From the students' perspective, interviews revealed that they enjoyed the Running Dictation activity as instructed. Students felt motivated to write accurately, acquire new vocabulary, and practice mastering words from the texts. Although some students worked at different paces, they generally understood the game rules and participated collaboratively within their groups. Students also mentioned that this type of learning allowed them to play while gaining substantial knowledge about vocabulary and writing.

Supporting the interview data, field notes documented that the practitioner implemented all learning procedures effectively. The researchers prepared ten descriptive texts about daily activities, posted them on the classroom walls, divided students into five small groups, and allowed them to choose initial roles as runners and writers. Game rules were explained in detail, including the use of supporting pictures and the requirement to complete an Indonesian translation after writing each English sentence. During the activity, all group members alternated as runners and writers. The extended time, contextualized texts, and translation tasks helped students reduce errors, understand vocabulary more effectively, and produce more accurate writing. Rewards were provided to groups that followed the rules and participated actively, thereby increasing student motivation and engagement.

The following is the results of the post-test of cycle III

No.	Students' Initial	Score
1	AL	81,25
2	ERN	84,37
3	EL	81,25
4	GVA	100
5	LG	87,5
6	MDB	96,87
7	MDID	84,37
8	MKNK	96,87
9	MLO	90,62
10	PCL	90,62
11	PW	81,25
12	PADS	81,25
13	SA	81,25
14	TCP	89,60
15	TY	81,25
16	VM	84,37
17	YRR	96,87
18	YWK	84,37
Mean score		87,44
Class percentage		100%

Based on the results of the students' vocabulary post-test in Cycle III, there was a notable improvement in their achievement. This improvement was reflected from the mean score of 87.44 in Cycle III. In addition, the number of students who met the minimum achievement criterion were 18 students, indicated that all participants successfully achieve the criterion. This data demonstrated that learning activities effectively supported students' mastery of vocabulary.

4. Reflection

Based on the reflection, the results of the three cycles were collected from vocabulary tests, classroom observations, interviews, and field notes to evaluate students' vocabulary improvement, the implementation of the Running Dictation activity, and students' responses.

The results of the tests showed successful improvement in students' vocabulary mastery across the three cycles. In Cycle I, the post-test results showed a mean score of 62.35, with 22.22% of students achieving the minimum achievement criterion. In Cycle II, students' scores improved, with a mean score of 77.26 and 77.78% of students meeting the criterion. In Cycle III, all students achieved above the minimum achievement criterion, with a mean score of 87.44, showing optimal mastery of vocabulary and accurate use in writing tasks.

The results of classroom observations showed successful implementation of the Running Dictation activity in all cycles. In Cycle I, students participated in the activity but needed guidance to follow the rules and complete tasks correctly. In Cycle II, students followed procedures more consistently, took turns as runners and writers, and demonstrated better comprehension of texts. In Cycle III, students fully adhered to all procedures, maintained discipline, and engaged actively throughout the activity, which contributed to improved vocabulary application and writing performance.

The results of the interviews showed that students' motivation and writing abilities improved across the cycles. In Cycle I, the English teacher reported initial difficulties in vocabulary comprehension and writing accuracy. In Cycle II, students expressed enjoyment and motivation while responding positively to contextual materials and supporting pictures. In Cycle III, students

reported strong motivation, confidence, and accuracy in writing, and the observer confirmed that students followed all procedures effectively and responded well to the learning materials.

The results of the field notes showed progressive improvement in students' engagement and interaction. In Cycle I, students actively participated in reading, memorizing, and dictating sentences but some inconsistencies were noted. In Cycle II, cooperation, focus, and task completion improved. In Cycle III, students demonstrated high engagement, accurate writing, effective vocabulary memorization, and smooth collaboration within groups.

In addition, the reflection showed that Cycle III achieved cumulative and optimal improvement compared to previous cycles. Observations, tests, interviews, and field notes confirmed that all students mastered the vocabulary, followed procedures perfectly, and were fully engaged in the learning process, demonstrating that the Running Dictation activity was highly effective.

Discussion

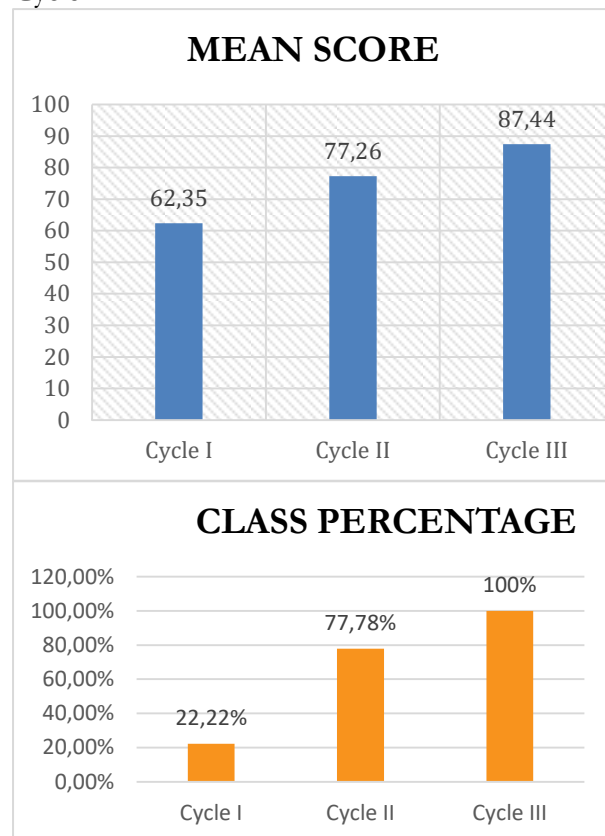
The Improvement of Students' Vocabulary Mastery

The improvement of students' vocabulary mastery in writing skills can be observed through the implementation of the Running Dictation activity over three cycles. Each cycle showed significant progress as a result of improved teaching strategies and material adjustments. In Cycle I, the improvement of students' vocabulary mastery in writing had not yet reached an optimal level. During the learning process, students' attention to the learning objectives was still low because they focused more on the game and competition aspects rather than understanding the texts and the vocabulary provided. Many students had not realized that the main goal of this activity was to improve their vocabulary mastery, particularly in writing. Several main problems were identified in Cycle I, including the vocabulary level in the texts was relatively difficult and not suitable for students' abilities, the rules of the game were not clearly explained, and some students were not disciplined in taking turns and tended to complete the tasks quickly. As a result, the average score of students was only 62.35, with 22.22% of students reaching the minimum achievement criterion. Nevertheless, students still enjoyed the activity and showed enthusiasm for contextual learning,

In Cycle II, the texts were simplified and accompanied by pictures to facilitate understanding. The time for reading, memorizing, and writing was extended, while the rules and assessment system were revised to focus on cooperation and procedural compliance, not just answer accuracy. Rewards for groups that actively participated and followed the rules also improved students' motivation. These improvements resulted in mean score improve to 77.26, with 77.78% of students achieving the criterion. Students showed higher engagement and better vocabulary comprehension, although some students still needed additional assistance to understand all the vocabulary in paragraph-form texts.

In Cycle III, further effective actions were implemented. The texts were divided into sentences with supporting pictures, and students were asked to translate the dictation results into Indonesian to reinforce vocabulary comprehension. The implementation time was slightly extended so students could read, memorize, and write more carefully. Observations showed that students fully followed the rules, participated actively, and took turns properly. The improvement of vocabulary mastery was clearly visible in Cycle III, with a mean score of 87.44, and 100% of students achieving the criterion. Students were able to translate the texts quickly and accurately, as well as use the acquired vocabulary effectively in writing. This demonstrated that the Running Dictation activity significantly contributed to improve the students' vocabulary mastery in writing skills.

The following bar chart presents the mean scores and class percentages of Cycle I, Cycle II, and Cycle III.



Based on the diagram, in Cycle I the students' mean score was 62.35, with a class percentage of 22.22%. Only four students met the minimum achievement criterion (75), indicating that most students (14 students) had not yet shown significant improvement in vocabulary mastery; therefore, the researchers needed to provide additional instructional support in the next cycle.

In Cycle II, the students' mean score improved to 77.26, followed by a class percentage of 77.78%. Approximately 14 students achieved the minimum achievement criterion while four students still failed to meet the criterion. Although this result represented a clear improvement compared to Cycle I, the achievement had not yet reached an optimal level, which led to the implementation of Cycle III.

In Cycle III, the students' mean score further improved to 87.44, with a class percentage of 100%. This result indicated that all 18 students successfully met the minimum completeness criteria. Overall, these findings confirmed that the Running Dictation Technique had a significant and positive impact on improving students' vocabulary mastery, particularly in writing skills. This improvement was also reinforced through learning activities involving continuous interaction between the researchers and the students.

In this learning process, the teacher adapted appropriate instructional strategies, provided motivation, and delivered positive reinforcement to support students' learning. The implementation of Cycle I, Cycle II, and Cycle III was carried out effectively following the learning objectives. The learning materials in Cycle I consisted of descriptive texts about an athlete presented in paragraph form. In Cycle II, the materials focused on descriptive texts about an English teacher. Meanwhile, Cycle III presented descriptive texts in sentence-based formats accompanied by pictures. This format helped students remember vocabulary more easily and allowed them to relate the learning materials to their daily activities.

The Implementation of the Running Dictation Technique

Based on observation in Cycle I, the implementation of the Running Dictation activity had not yet run effectively. At the beginning of the activity, students showed high enthusiasm; however,

many of them did not clearly understand the procedures of the game. Several students ran simultaneously without waiting for their turn, while others remained confused about their assigned roles as runners or writers. This condition caused students to spend more time trying to decode the meaning of the text rather than focusing on the dictation process itself.

Field notes showed that the explanation of the rules was not detailed enough, which caused students to prioritize speed and competition rather than cooperation and accuracy. Field notes indicated that students were overwhelmed by the level of English used in the texts, particularly because the vocabulary and sentence structures were relatively academic and unfamiliar to them. Moreover, many students did not clearly understand their respective roles within the group. Some students attempted to perform multiple roles simultaneously, while others remained passive and waited for instructions from their peers. The classroom atmosphere became noisy, and the limited time allocation made students rush to complete the task. As a result, classroom management required frequent reminders from the teacher to maintain order and ensure that students followed the activity procedures properly.

Based on observation results in Cycle II, the implementation of the Running Dictation Technique was conducted with clearer procedural guidance. The teacher began the activity by re-explaining the rules and demonstrating the role rotation before the game started. Students appeared more familiar with the procedures and were more aware of their responsibilities within their groups.

Field notes show that the extended time allocation allowed students to read, memorize, and dictate the text more calmly. The use of simpler texts and supporting pictures helped students stay focused during the activity. However, field notes also indicated that some students did not fully understand the content of the text. Most students followed the rules, took turns properly, and cooperated with their group members. Although minor noise still occurred, the activity was carried out according to the given procedures.

Based on observation results in Cycle III, the Running Dictation Technique was implemented according to the planned procedures. Students demonstrated familiarity with the activity steps and performed their assigned roles as runners and writers during the session. Role rotation was carried out during the activity and students waited for their turns as instructed.

Field notes showed that the sentence-by-sentence presentation of the texts, supported by pictures, and helped students manage the task efficiently. The classroom atmosphere was focused, organized, and conducive to learning. Students worked collaboratively, communicated effectively within their groups, and completed the activity according to the given instructions. Overall, the implementation of the Running Dictation Technique in Cycle III reflected well-managed classroom execution based on observation and field note data.

The Students' Responses toward the Use of Running Dictation

In Cycle I, interview data showed that most students felt interested and excited about the activity because it involved movement, teamwork, and a game-like atmosphere. However, several students stated that they were confused during the activity, especially when they had to understand the English text and remember unfamiliar vocabulary. Some students admitted that they focused more on running and completing the task quickly rather than understanding the meaning of the words.

In Cycle II, interview results showed that students felt more comfortable participating in the activity. Students mentioned that clearer rules, additional time, and the use of simpler texts with pictures helped them follow the activity more easily. Nevertheless, some students reported that they still experienced difficulties in understanding certain vocabulary items and sentence meanings, particularly when the text was presented in paragraph form.

In Cycle III, interview results were more positive responses from students. Students stated that the sentence-by-sentence presentation of the text and the requirement to translate it into Indonesian helped them understand the vocabulary more clearly. They also reported feeling more confident in participating in their assigned roles and working with their group members. Overall, students expressed that the activity was enjoyable and helped them engage more actively in the learning process.

CONCLUSION

The findings of this research indicated that the Running Dictation Technique successfully improved students' vocabulary mastery in writing skills. The improvement was clearly reflected in the students' scores across the three cycles. In Cycle I, the students' mean score was 62.35 with a class percentage of 22.22%, indicated that most students had not yet achieved the minimum achievement criterion while in Cycle II, the mean score improved to 77.26 with a class percentage of 77.78%. Further improvement was achieved in Cycle III, where the mean score reached 87.44 and the class percentage improved to 100%, meaning that all students successfully met the required criterion. These results proved that the Running Dictation Technique had a positive and significant impact on improving students' vocabulary mastery in writing.

The implementation of the Running Dictation Technique also showed gradual improvement throughout the research cycles. In Cycle I, the technique was not implemented optimally due to unclear rules, limited time allocation, and students' focus on competition rather than learning. In Cycle II, improvements such as extended activity duration, simplified and contextualized learning materials, revised game rules, and the use of rewards led to better classroom management and student participation. In Cycle III, the technique was implemented effectively through sentence-based texts accompanied by pictures and Indonesian translations. Students followed all procedures, rotated roles properly, and participated actively, indicating that the technique can be implemented successfully to support vocabulary learning in writing activities.

Students' responses toward the use of the Running Dictation Technique were predominantly positive and improved in each cycle. Initially, students were enthusiastic but lacked focus on learning objectives. After the technique was refined, students became more motivated, disciplined, and confident in using vocabulary. By Cycle III, students showed high enthusiasm, active participation, and positive attitudes toward the learning process. The kinesthetic and collaborative nature of the activity created an enjoyable and meaningful learning environment, which contributed to better vocabulary acquisition and writing performance.

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