

Pengaruh Running Dictation terhadap Kerja Sama dan Keterampilan Bercerita dalam Bahasa Inggris

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Abstrak

Di SMAS Miftahul Ulum Al-Baidowi, pendekatan pembelajaran bahasa Inggris sebagian besar bergantung pada teknik yang dipimpin guru, yang menyebabkan kurangnya pengembangan kemampuan berbicara dan keterampilan kerja tim siswa. Penelitian ini berfokus pada analisis bagaimana metode pengajaran Running Dictation memengaruhi keterampilan kolaborasi dan kemampuan bercerita dalam bahasa Inggris siswa kelas sepuluh. Desain kuasi-eksperimental digunakan, khususnya Desain Kelompok Kontrol Tidak Setara, dengan sampel 54 siswa. Informasi dikumpulkan melalui survei dan penilaian bercerita, kemudian diproses melalui uji-t sampel independen dan MANOVA. Hasil menunjukkan pengaruh yang signifikan dari metode pengajaran Running Dictation, dengan nilai signifikansi 0,000 (kurang dari 0,05). Kelompok eksperimen mencatat rata-rata yang lebih tinggi dalam keterampilan kolaborasi (17,62) dan bercerita dalam bahasa Inggris (21,11) dibandingkan dengan kelompok kontrol, yang memiliki skor rata-rata masing-masing 12,66 dan 15,14. Temuan ini menunjukkan bahwa metode pengajaran Dikte Berjalan berhasil meningkatkan keterampilan sosial dan akademik siswa. Oleh karena itu, disarankan agar pendidik menggunakan metode ini sebagai pendekatan alternatif untuk mendorong pembelajaran yang aktif, komunikatif, dan kooperatif.

Kata Kunci: *Running Dictation; Sikap Kerja Sama; Kemampuan Bercerita Bahasa Inggris; Pembelajaran Kooperatif; Keterampilan Berbicara.*

Influence of Running Dictation on Cooperation and English Storytelling Skills

Abstract

At SMAS Miftahul Ulum Al-Baidowi, the approach to English learning largely relies on teacher-led techniques, which leads to inadequate development of students' speaking abilities and teamwork skills. This research focused on analyzing how the Running Dictation teaching method influences the collaborative skills and storytelling abilities in English of tenth-grade learners. A quasi-experimental design was utilized, specifically a Nonequivalent Control Group Design, with a sample of 54 students. Information was gathered via surveys and storytelling assessments, then processed through independent sample t-tests and MANOVA. The results showed a notable effect of the Running Dictation teaching method, presenting a significance value of 0.000 (less than 0.05). The experimental group recorded a greater average in collaborative skills (17.62) and English storytelling (21.11) when compared to the control group, which had average scores of 12.66 and 15.14, respectively. These findings suggest that the Running Dictation teaching method successfully enhances both the social and academic skills of students. Consequently, it is recommended that

educators use this method as an alternative approach to foster engaged, communicative, and cooperative learning.

Keyword: *Running Dictation; Cooperative Attitude; English Storytelling Skills; Cooperative Learning; Speaking Skills.*

1. INTRODUCTION

Education is crucial for enhancing the knowledge, abilities, and attitudes of students, which ultimately boosts the quality of human resources (HR) (Bahri, 2022). Beyond stressing academic skills, education also aids in character building and developing social skills that are important for students' future (Waliyudin et al., 2025). Hence, the educational process within schools should aim to foster a dynamic, innovative, and cooperative setting to meet educational objectives efficiently.

A significant subject that enhances students' communication abilities is English. When learning English, the focus is not solely on mastering grammar and vocabulary but also on improving speaking skills and building students' confidence in articulating their thoughts verbally (Pangaribuan et al., 2024). Nevertheless, observations in classroom settings reveal that students' speaking and narrative skills remain considerably inadequate. Initial findings from the X class at SMAS Miftahul Ulum Al-Baidowi Camplong Sampang showed that a majority of students did not meet the Minimum Completeness Criteria (KKM). Only 9 out of 28 students achieved the standard needed, while 19 others fell short of the expectations set by the institution.

This low competency level can be attributed, in part, to a teacher-centered approach to learning, which restricts students' chances for active involvement during lessons (Juriati et al., 2025). Furthermore, student interactions in learning settings are limited since they have not been adequately trained for collaborative work. Consequently, many students struggle with confidence when speaking English, find it challenging to construct sentences, possess a limited vocabulary, and have difficulty narrating stories fluently and clearly (Asnishalina, 2025). These issues not only impact students' communication skills but also obstruct the growth of teamwork attitudes during the educational process.

If this challenge isn't handled, students' outcomes in learning English may keep declining. Traditional teaching approaches often lead to student passivity and diminish their motivation to engage and interact actively in the classroom (Syaifullah et al., 2025). Therefore, educators must adopt suitable teaching models that promote active involvement and facilitate a fun learning environment.

One potential teaching model to consider is the Running Dictation method. Running Dictation is a collaborative learning strategy that integrates physical activity with language practice through group teamwork (Adawiyah et al., 2023). In this model, students collaborate in groups to read, memorize, and write information from a given text. One member of the group runs to read the text and then returns to share what they have learned with their peers, who accurately record the details. This exercise encourages students to communicate, work together, and assist each other in completing their learning objectives (Haryadi, 2024).

Various past studies have indicated that the Running Dictation model has a favorable impact on English learning outcomes. Research by (Salim et al., 2024) showed that utilizing Running Dictation led to improvements in students' speaking skills. Similarly, (Adawiyah et al., 2023) found that this approach significantly bolstered students' speaking capabilities. Moreover, the implementation of Running Dictation has been associated with enhanced student engagement and better performance in English listening (Wangge & Timu, 2020).

Many studies have looked into how effective Running Dictation is for enhancing language abilities, but there is a lack of research on its simultaneous impact on teamwork attitudes and storytelling abilities (Maharani Sukma Meita, 2025). Most previous research has mainly concentrated on speaking skills, involvement in class, or motivation to learn. Additionally, studies on implementing the Running Dictation approach for high school learners, specifically at SMAS Miftahul Ulum Al-Baidowi Camplong Sampang, have not been carried out yet. This situation signifies a noticeable gap in research that requires further exploration.

The originality of this research is found in its focus on the influence of the Running Dictation learning approach on students' collaborative attitudes and their abilities in English storytelling at the same time. The study also highlights the combination of social and oral communication skills through a cooperative learning activity, which aims to enhance more interactive and effective strategies for learning English.

In light of the issues mentioned previously, this research was conducted with the title "The Effect of the Running Dictation Learning Model on the Cooperative Attitude and English Storytelling Skills of Class X Students of SMAS Miftahul Ulum Al-Baidowi Camplong Sampang."

2. RESEARCH METHODS

This research utilized a quantitative method with a quasi-experimental design (Candra Susanto et al., 2024). A quantitative method was chosen since the goal was to explore how the Running Dictation learning model affects students' teamwork attitudes and their English storytelling abilities through statistical analysis. The research employed the Nonequivalent Control Group Design, which enables a comparison between an experimental group and a control group without randomly assigning participants (Abdurrahman et al., 2025). This design was deemed suitable for assessing the differences in learning results between those instructed through the Running Dictation model and those taught using traditional educational approaches.

The participants in this study were 54 students from class X at SMAS Miftahul Ulum Al-Baidowi Camplong Sampang for the academic year 2025/2026. Saturated sampling was the method used, meaning every member of the population participated in the research. Class XA, made up of 27 students, served as the control group, while class XB, with 27 students, functioned as the experimental group.

This research focused on one independent variable and two dependent variables. The independent variable was the Running Dictation learning model, whereas the dependent variables were the students' cooperative attitudes and their English storytelling skills. In the experimental group, the Running Dictation model was carried out through integrated

language-learning activities that included reading, listening, speaking, and writing (Wangge & Timu, 2020). Students collaborated in groups, where one student read a text at a set distance, memorized it, and then communicated the information verbally to other group members who were tasked with writing it down accurately. This cycle was repeated until the objective was achieved. In contrast, the control group experienced traditional teaching methods that the instructor typically employed in classroom settings.

Data collection methods for this study included questionnaires and performance assessments. The questionnaire aimed to assess students' cooperative attitudes during the learning activities (Ardiansyah et al., 2023). It was crafted based on various indicators of cooperative behavior like the willingness to assist peers, involvement in completing tasks collectively, respecting differing opinions, readiness to share responsibilities, and collaborating to find solutions to learning challenges. The questionnaire utilized a five-point Likert scale from strongly disagree to strongly agree.

Moreover, the students' English storytelling abilities were evaluated with a performance test. The assessment focused on criteria such as gesture usage during storytelling, maintaining eye contact with the audience, pronunciation clarity, vocabulary knowledge, sentence structure, fluency, and effectively communicating the story's moral message. Prior to applying these instruments in the study, they were validated for reliability and validity through the SPSS application (Fadilla & Salim, 2021). The validity was established with product-moment correlation analysis, while Cronbach's Alpha coefficient was used for reliability testing. The findings confirmed that each questionnaire and test item fulfilled the validity requirements and displayed dependable internal consistency, confirming the instruments' suitability for data collection.

The research methodology was carried out in multiple phases. The first phase included observing the classroom to pinpoint issues related to students' collaborative behaviors and their storytelling skills in English learning. Upon recognizing the research issues, the researchers selected the experimental and control groups and developed the research tools. These tools were subsequently validated and tested prior to their application.

The following phase involved giving a pre-test to both groups in order to assess the students' initial skills and cooperative behaviors before the treatment began. Following the pre-test, the experimental group underwent treatment with the Running Dictation learning model, whereas the control group experienced traditional teaching methods. The treatment took place over several educational sessions based on the planned lessons. When the treatment phase concluded, both groups were given a post-test to evaluate any changes in the students' cooperative behaviors and storytelling abilities in English.

The gathered data went through an analysis in various stages. Initially, prerequisite tests that included normality and homogeneity tests were carried out to ascertain whether the data met the criteria needed for parametric statistical analysis. Once the data met the required assumptions, an independent sample t-test was applied to evaluate the impact of the Running Dictation learning model on each dependent variable individually. Additionally, Multivariate Analysis of Variance (MANOVA) was utilized to investigate the overall influence of the Running Dictation learning model on students' cooperative attitudes and storytelling skills. All hypothesis testing was executed at a significance threshold of 0.05.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	-	O4

Information:

O1 dan O3 : Pre-test of cooperative attitudes and English storytelling skills.

X : Treatment using the Running Dictation learning model.

O2 and O4 : Post-test of cooperative attitudes and English storytelling ability.

3. RESULTS AND DISCUSSION

This research aimed to investigate how the Running Dictation learning method influences the cooperative attitudes and English storytelling abilities of tenth-grade students at SMAS Miftahul Ulum Al-Baidowi Camplong Sampang. Data for this study were gathered using questionnaires focused on cooperative attitudes and assessments of English storytelling skills, which were given to both the experimental and control groups (Sastri, 2021). The analysis of the data utilized an independent sample t-test along with MANOVA to identify differences in educational outcomes between the two groups. The results indicated that employing the Running Dictation learning model had a notable impact on students' cooperative attitudes and storytelling skills in English.

Table 2. Results of Students' Cooperative Attitude Analysis

Learning model	N	Mean	Std. Deviation	Normality	Sig. (2-tailed)
Conventional Model	27	12.66	1.96	>0.05	0.000
Running Dictation	27	17.62	1.92	>0.05	0.000

The outcomes reveal that the Running Dictation learning approach has a noteworthy positive influence on the cooperative attitudes of students. The experimental group attained a higher average score (17.62) compared to the control group (12.66). Additionally, with a significance value of 0.000, which is below the significance threshold of 0.05, there is a clear statistically significant difference between the groups.

These results imply that the Running Dictation approach successfully motivates students to engage actively in collaborative activities. Throughout the learning experience, students had to work together, share tasks, and communicate effectively with their peers to complete tasks correctly. Such interactions led to the fostering of positive cooperative attitudes, such as assisting classmates, valuing others' views, and upholding shared group duty. This finding aligns with the belief that cooperative learning fosters meaningful social exchanges, enhancing students' interpersonal capabilities and teamwork behavior.

The enhancement of students' cooperative attitudes can also be attributed to the active, student-focused characteristic of the Running Dictation approach. In contrast to traditional teaching strategies that often leave students as passive recipients of information, Running

Dictation promotes ongoing interaction among learners. The combination of movement, collaboration, and communication generates a more vibrant learning environment that facilitates social interaction and support among peers.

Besides cooperative attitudes, this research also explored how the Running Dictation learning model influences students' abilities in English storytelling (Adawiyah et al., 2023). The examination contrasted the storytelling performance of students taught with a traditional approach versus those instructed using the Running Dictation method.

Table 3. Results of Students' English Storytelling Skill Analysis

Learning model	N	Mean	Std. Deviation	Normality	Sig. (2-tailed)
Conventional Model	27	15.14	2.42	>0.05	0.000
Running Dictation	27	21.11	2.39	>0.05	0.000

The analysis highlights that the Running Dictation learning model significantly enhanced the storytelling capabilities of students. Those in the experimental group achieved a mean score of 21.11, surpassing the control group, which scored an average of 15.14. The statistical evaluation further revealed a significance value of 0.000, which is less than 0.05, pointing to a significant disparity between the two groups.

The advancement in storytelling abilities suggests that the Running Dictation method allows students more opportunities to practice speaking English in relevant contexts. Through tasks that involve reading, listening, memorizing, and recounting information, students became more actively engaged in learning. Consequently, their fluency improved, they used vocabulary more appropriately, enhanced their sentence structures, and gained more confidence in articulating thoughts in English.

These results align with earlier research carried out by (Adawiyah et al., 2023; Salim et al., 2024), which indicated that Running Dictation has a beneficial effect on students' speaking skills. The interactive aspects of the learning activities foster natural communication among students, lessening anxiety and boosting confidence in their English speaking abilities. Furthermore, the mix of physical activity and collaborative learning may assist students in sustaining focus and enthusiasm during lessons.

This study also analyzed the simultaneous effect of the Running Dictation learning model on students' cooperative attitudes and English storytelling skills using MANOVA analysis. This statistical test was used to determine whether the learning model significantly influenced both dependent variables simultaneously.

Table 4. MANOVA Analysis Results of Cooperative Attitudes and English Storytelling Skills

Variable	Sig.	Observed Power
Collaborative Attitude	0.000	1.000
English Storytelling Skills	0.000	1.000

Based on the MANOVA analysis, the significance value was 0.000, which is lower than 0.05. This result indicates that the Running Dictation learning model simultaneously affected students' cooperative attitudes and English storytelling skills.

The findings imply that cooperative learning activities not only improve academic achievement but also strengthen students' social skills. Through group-based learning, students are encouraged to communicate, cooperate, and take responsibility for completing shared tasks. At the same time, students gain opportunities to practice speaking English in an interactive environment, which helps improve their confidence and storytelling performance.

The results of this study confirm that the Running Dictation model is an effective and innovative learning strategy for English instruction. The model successfully integrates social interaction and language practice within a single learning activity, making the learning process more active, enjoyable, and meaningful for students. Therefore, the Running Dictation learning model can be recommended as an alternative teaching strategy to improve both students' language proficiency and cooperative behavior simultaneously.

4. CONCLUSION

From the results of the research, it can be concluded that using Running Dictation learning model can improve the cooperative attitude and English storytelling skill of students. The model made active, increased interaction and responsibility for the group work, contributing to a conciliatory attitude. This was also illustrated by a better fluency, matching vocabulary and courageous statement of thoughts which improved our group storytelling skills too. As such, this model is ideal for integrated social and language skills development.

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