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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. Writing Ability

###### a. The Concept of Writing Ability

There are various definitions of writing are presented by some experts. Writing is a process of producing words and sentences in a form of written language. It should be readable and understandable by the readers. Murcia (2001, p. 213) said writing is a skill which enables a learner to plan and to rethink the communication process. It is the mental work of inventing ideas, thinking about expressing them, and organizing them into statements and paragraphs that will be clear to reader. A writer must have good ideas, feelings, opinions, and be creative in his own thinking to make a reader understand and be satisfied.

Halliday in (Nunan 1991, p. 85), has pointed out that speech is no less structured or complex than writing. It means that the students must understand what aspects involve in writing such as content, organization, vocabulary, language use, and mechanics and how to use these aspects in the correct form of writing. So, students are required to share information in his writing clearly to make the readers understand their writing easily.

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Based on the ideas above, writing is a process of producing words and sentences in the form of written language to share ideas, opinions, thoughts and feelings to be read and understood by the readers. Writing is an activity to tell our ideas and thought about something in written form by our productive skill in writing. In other words, writing has to be coherent and cohesive where the ideas in the writing should make sense and be connected logically.

Being able to write is very important because writing is one of the core skills for success in education. The ability to write becomes an indispensable skill in students' life. Ability is a skill to do something, therefore writing ability can be defined as a skill to express ideas and knowledge of one person to convince the readers in written form. According to Hughey (1983, p. 38) writing ability is the sum of our abilities to link words and thoughts in order to express ourselves in the most complex of medium

In brief, writing ability is a capability in delivering the ideas, thoughts, and feelings to the readers in the written form understandably. Writing ability is an important skill in which the students must master it. It means that if the students are not able to master the aspects which are needed in writing ability skill as needed by the curriculum itself, so the learning of writing cannot be running well and effective.

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**b. Components of Writing Ability**

The students need much study and practice seriously to develop their writing skill. According to Hughey (1983:139) there are five components needed to create effective writing, such as content, organization, vocabulary, language use, and mechanics. Those five components are as follows:

## 1) Content

Content discusses about ideas that have been written. It demands you to think creatively in developing your thoughts into written language, excluding all irrelevant information in order that audiences can understand what your message is.

## 2) Organization

Organization refers to the ability of writers in organizing their sentences into a coherent and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized, and cohesive.

## 3) Vocabulary

Vocabulary is one of components that influences the audience understanding. In writing, vocabulary represents what the writer intends to say through the way how to select appropriate word in their writing. Mastering vocabulary means the writers are able to select effective idioms, word choices and appropriate registers in their writing.

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**4) Language Use**

Language use refers to the effective complex constructions, agreement, tense, number, word order, articles, pronouns and prepositions. In writing a text, the writer should master the grammars' knowledge because of very important. Grammar or language use is description of speaking and writing habits of people who use it. It is very important, because without them, writer will not be able to write well.

**5) Mechanic**

Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing. Misspelling is always making a confusion of meaning. The meaning will change if a word is misspelled and the whole meaning of writing may be touched by a change.

According to Blancard and Root (2004, p. 4) there are three elements of a good writing, they are:

**1) Subject**

In composing a good writing, the writers will choose the topic that interests them and that they know and understand well. Here, the writer will assign a subject and try to find the angle or focus of that subject. This angle or focus of the subject is interesting for the writer and can be explored.

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**2) Purpose**

In writing something, it is important for us to determine our purpose of writing. There are three most common purposes for writing, they are: to entertain, to inform and to persuade. These three purposes are not exclusive because we can accomplish several purposes at the same time in a piece of writing.

**3) Audience**

According to Syafi'i *et al.* (2011, p. 104) audience is one of the most crucial parts in term of writing. As a writer, we need communicate our messages, ideas or feelings to readers with a very clear meaning through a means of written communication. Knowing audience will help us reach our goal of communication clearly and effectively.

Based on the explanation above, it can be concluded that in writing a writer has to make the communication clearly by paying attention to the components of writing carefully. Thus, the product of writing can be understood by readers.

**c. Teaching Writing**

There is no doubt that writing is the most difficult skill for languagelearners to master. Teachers should know and understand the appropriateapproach that can be used in teaching writing so that the learners are easilyable to produce a good writing. At the beginning of a lesson, the teachers should make sure that the

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students know about the purpose of the activity in the lesson. Teachers should give a clear explanation about what students will learn so they will get an advantage in the teaching and learning process.

Harmer (2004: 34) argues that the objective of teaching writing is to help students to become better writers and to learn how to write in various genres using different registers. It means that teaching writing is more than just dealing with spelling, punctuation, or grammar. It is about helping students to communicate real messages in appropriate manner. Students are taught to write the various forms of writing that make them need to think their meaning, their purpose, their audience in determining the most appropriate genre.

Seow on Richards and Renandya (2002: 304) state that teaching writing comprises four basic stages. They are planning, drafting, revising, editing. For each stage suggestion is provided as to the kinds of classroom activities that support the learning of specific writing skill. It means that in teaching writing, the teacher provides a sequence of activities for students to generate and organize the ideas to be written, make a draft, and edit their work before the final product.

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## **2. Nature of Paragraph**

Paragraph is a series of sentences to develop a unit of idea.

According to Toyka, a paragraph is unified when all its sentences clarify or help support the main idea. The aim of paragraphs is to communicate to the reader that idea clearly and effectively. A paragraph is signaled by indentation of the first sentence. Indentation of paragraph is made by leaving a blank space at beginning of the paragraph. While, the length of paragraph depends on the completeness of the idea or topic discussed in the paragraph. Usually, a paragraph has more than three sentences and it may contain about one to two hundred words. In constructing ideas into a paragraph, you need to know the components of a paragraph. A paragraph is made up of three kinds of sentences that develop writer's main idea, opinion, or feeling about the topic. These sentences are as follows:

### **a. Topic sentence**

Topic sentence is the sentence that contains of the main idea of paragraph. It shapes and controls the content of the rest of the paragraph. The topic sentence can come at the beginning or at the end of the paragraph, or even in the middle. It is even possible not to have a topic sentence at all, which is said the topic sentence is implied or suggested.

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**b. Supporting sentence**

Supporting sentence is more specific than topic sentence. It contains oftwo kinds: major supporting sentences and minor supporting sentences.Major supporting sentence is a sentence that directly support the ideaimpressed in the topic sentence. A minor supporting sentence directlysupport the major suppotting sentence directly and at the same timeindirectly support the topic sentence.

**c. Concluding sentence**

After you have finished writing the last sentence supporting the mainpoint of the paragraph, you must end the paragraph with a concludingsentence. It is a general statement like topic sentence, but it states at the endof the paragraph not like topic sentences that introduce the topic. Theconcluding sentence can be either a restatement of the topic sentence thatreminds the reader of the topic sentence.

In arranging an effective paragraph, at least a paragraph has to have thefollowing characteristics:

**a. Unity**

It shows that all of the sentences in a paragraph discuss only one mainidea. Each supporting sentence must provide explanations or proofs for themain idea directly, which is stated in the topic sentence. The logicalrelationship among them must be explained clearly.

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**b. Coherence**

Every good paragraph must have coherence. Coherence means that the parts of the paragraph are logically connected. A paragraph is coherent when its sentences are related to each other, not only in content but also in grammatical structures and choice of word. A coherent paragraph gives a reader a sense of continuity. It shows a smooth progression from one sentence to the next within a paragraph. To achieve coherence in writing can be done by using transitional signals. Transitional signals are words or phrases that connect the idea in one sentence with the idea in another sentence, such as first, second, however, besides, but, although, in other words, and so on. In addition, coherence can also be done by using consistent choice of elements such as person (I, he, she, they, we, you, one), voice (active or passive) and register (formal or informal). Besides, using parallel structures and repetition of key words or phrases will help you to achieve coherence in writing paragraph. Parallelism is created when grammatical equivalent forms are used several times. A keyword is usually one related to the main idea in the topic sentence or major detail in one of the supporting sentences. By repeating a key word will make your paragraph seem smoother.

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**c. Capitalization and Punctuation**

Every time you communicate in writing, you need solid capitalizationand punctuation skills. These skills help you get through to your readers.Proper punctuation ensures that your message and meaning will be delivered without confusion. To clarify your meaning, even further, proper use ofcapital letters draws attention to words that need to be emphasized.

**d. Comma Rules**

By using comma will tell messages in your writing clearly. Commarules are not intended to confuse your audiences or make them difficult tounderstand your ides. Use them precisely to set off what needs to be set off ina sentence to clarify, to emphasize, to separate, to group together, or todirect elements in the body of the sentence.Furthermore, a writer also needs to know the pattern for paragraphdevelopment. There are several ways of developing a paragraph. They are:narration, description, comparison and contrast, and cause and effect. Briefly, thewriter focuses on developing paragraph by narration.

**3. Recount Paragraph**

Recount paragraph is paragraph which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. Inrecount, we construct past experience. A

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recount is the unfolding of a sequence of events over time. Its focus is on a sequence of events.

It begins with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with a series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on the incidents.

Therefore, the writer can conclude that there are three points of recount text that should be concerned. They are an event that happened in past time, the event has sequence, and the function is to inform or to entertain the reader. So, recount paragraph is a type of paragraphs that tells about a sequence event that happened in past time to inform or to entertain the reader.

Every type of text has certain typical features. Therefore, below are the features of recount text:

a. Social Function

Rajan, *et al* (2002) says that social function is the purpose of the text type. It is the purpose of why the writer writes the text. According to Djuharie (2007), the aim of recount is to retell and to entertain.

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**b. Generic Structure**

Generic structure also can be called organizational structure of the text. Wardiman, *et al* (2008) states that the generic structures of recount text are as follow:

- 1) Orientation: the setting and the introduce participants. It means in orientation, the writer tells who was involved, what happened, where the event took place, and when it happened.
  - 2) Events in time order: tell what happened, in what sequence. In other words, it tells an event in chronologically.
  - 3) Reorientation: optional-closure of events/ending. In this part, the writer usually concludes the text. It can be the solution of the problem of the story in the text.
- c. Language Features of a recount text are (Primary National Strategy, 2006):
    - 1) Written in the past tense, for example: I went.
    - 2) In chronological order, using connectives that signal time, for examples: then, next, after, meanwhile.
    - 3) Focused on individual or group participants, for example, in first person: I, we, or third person: he, she, and they.

**4. The Concept of Dictation-Paraphrase Technique****a. The Definition of Dictation-Paraphrase Technique**

Dictation-paraphrase comes from *dictation* and *paraphrase* is considered as one of the techniques in teaching English. It is

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technique for practicing paraphrase. Dicto-phrase technique involves two skills at once; listening and writing. Dicto-phrase includes not only listening comprehension but also processing, reconstructing, organizing and writing material. It is agreed by Zahedi and Parvar that this technique gives students an auditory material (refers to teacher's voice) and reproduces it from their memory into their writing. This technique provides an activity, intermediate between completely controlled writing exercises and completely free composition. So, it is called dicto-phrase: dictation and paraphrase.

Based on sources taken, there are some experts who developed dicto-phrase technique. According to Kidd, dicto-phrase was first suggested by Wishon and Burks in 1968 and it was described in fair detail by Riley in 1972 and Celce-Murcia and Hilles in 1988. Meanwhile, according to Nation dicto-phrase technique is suggested by Ilson in 1962 and it is continued by Riley in 1972, finally it is described by Nation in 1991.

### **b. The Object of Dicto-phrase Technique**

Dicto-phrase is a combination of two types of activities: a dictation and aphrase. The dicto- element, in which students listen to a given passage several times is followed by the phrase- element, in which they are asked to reproduce the story as accurately as possible and they can add their own word in writing. According to Gorman in Ayesha dicto-phrase technique is controlled writing that combine

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story dictation and story reconstruction. It is used when students listen to a passage and write down what they have comprehended. Then, dicto-phrase not only requires the students to write but demands careful listening and retention of the material read out. It involves the students' ability to listen carefully, to summarize, to elaborate, and to use English in a particular context, the vocabulary or phrases useful in that particular context, and to organize the material. In addition, according to Riley in Wasikdicto-phrase involves "proceeding from imitation to improvisation". It improves performance and the quality of the produced language. It may also raise students' awareness of discourse structure, promote practicing the language in the meaningful context, improve listening and writing skills and teach aspects of vocabulary and/or grammar.

The object is not to write or resume or just state the most important idea which is listened to student. It is actually an exercise in note taking without notes and provide practice in spelling, writing, short-term memory and oral comprehension. Students are not told to take notes, so that they can concentrate on the key words or phrases of the written material that they heard. They focus on the mental of listening, without inference from the process of writing. That statement agreed by Nation that the dicto-phrase technique is such an experience technique which reduces the cognitive load of a task (in case of writing) by preparing the students well before they

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write. The preparation provides the students with ideas, language items, and text organization, so they can focus on the skill aspect, which is in the case of the dicto-phrase, is writing.

### **c. Using D-P Technique on Teaching Writing**

Applying D-P technique in teaching writing needs some procedures. According to Nation the basic procedures of D-P technique are as follows:

- 1) The teacher reads a story to the students at a normal speed
- 2) After the students have listened to the story, they must write it from their memory
- 3) If the teacher wants to give the students a lot of help, the teacher read the story several times, but not so many times that the students can copy it exactly.
- 4) As the students cannot remember all of the words of the story, they have to make up parts of themselves.
- 5) Gives them practice in composition.

Those procedures can be varied. It depends on the general ability level of the students. For the lower level, the teacher may put some vocabularies or phrases on the board before reading the story, which are as keywords. The teacher can repeat to read the same story to the students one or two more times. Besides, the length, content and language difficulty of the story must be suitable for the level of the students.



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Based on the explanations above, we see that D-P technique can be used to increase student's writing ability. It provides ideas to the students before writing. Then, the story that will be reconstructed by students in this research in recount paragraph type.

## B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what the point that was focused on, inform the design, finding and conclusion of the previous research.

This research has relevance with other researches, a research from Ninik Sri Wahyunientitled "The Effect of Using Dictation Technique on Students'writing Ability at SMPKarya Bhakti Kasiyanin the2013/2014 Academic Year". In her research, she found that the students had problem in composing paragraphs. They had difficulties improving the ideas, and they had difficulties to make sentences related to thetopic. Then, she tried to used dictation technique in solving the problems. Based on the data analysis, she found thatthere is asignificanteffect of usingdictationtechnique on students' writing ability at SMPKarya Bhakti Kasiyan 2013/2014 academic year.The score of the studentstaughtby usingdictation technique were higher than the score of students who were taughtwithoutdictation technique.



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Then, a research was conducted by MelgisDilkawatiPratama entitle “The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru”. In her research, she found that students have many problems in writing essay the problems such as, students were not able to develop their ideas based on the topic, students were not able to write the essay correctly. She used dictogloss technique when she taught about essay, she asks the students to write essay in a piece of paper, the students were to write the essay. The result after being taught by using dictogloss technique was students’ success to write an essay by their selves.

### C. The Operational Concept

In order to clarify the theories used in this research, the writer would like to explain briefly about variable of this research. There are two variables used in this research. The first is using D-P technique which refers to variable X. The second is students’ writing ability in writing recount paragraph which refer to variable Y.

Using D-P technique is an independent variable and students’ writing ability in recount paragraph at State Senior High School 1 Tambang is a dependent variable. To operate the investigation on the variable, the writer works based on the following indicators:



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## 1. Variable X

The Indicators of using D-P technique are as follows:

- a. The teacher gives instruction of what students are going to do
- b. The teacher reads the story which is in narrative form for the first time at a normal speed.
- c. The teacher doesn't allow students to make note taking during the narrative telling.
- d. The teacher asks students to remember the ideas of story that they have listened.
- e. The teacher rereads the same story once or twice to the students and always at a normal speed.
- f. The teacher asks students to reconstruct recount paragraph based on the ideas gotten from their listening to the story.
- g. The teacher asks students to put their ideas in form of recount paragraph

## 2. Variable Y

The indicators of students' writing ability in recount paragraph are as follows:

- a. The students' ability to write content clearly.
- b. The students' ability to write in good organization.
- c. The students' ability to use vocabulary appropriately.
- d. The students' ability to use grammar correctly
- e. The students' ability to use spelling and punctuation correctly.



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## D. The Assumption and the Hypothesis

### 1. The Assumption

In this research, the writer assumed that students' ability in writing recount paragraph is various. Then, the writer also assumed that D-P technique can influence ability in writing paragraph at State Senior High School 1 Tambang.

### 2. Hypothesis

- a. **Ho:** There is no significant effect of using D-P technique on students' writing ability in writing recount paragraph at State Senior High School 1 Tambang of Kampar Regency.
- b. **Ha:** There is any significant effect of using D-P technique on students' writing ability in writing recount paragraph at State Senior High School 1 Tambang of Kampar Regency