

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Nature of Writing

In English, there are four basic skills that are learnt by students in junior high school, senior high school and University. They are listening, speaking, reading and writing. Writing is the most difficult skill to be learnt among the four skills. To support this opinion, Richards (2002:303) states that writing is the most difficult skill for the second language learners to master. The difficulty is as someone starts to write on a piece of paper, they not only generate and organize their ideas but they also need to translate their ideas into readable text.

Many different definitions about writing are given by experts from many resources. According to Kane (1995:5), when we choose a subject, it ought to interest us, and interest others as well, at least potential. It should be within the range of our experience and skill, though it is best if it stretches us. It is not about what thing we want to about, but how we understand it. Good writing has personality. Readers enjoy sensing a mind at work, hearing a clear voice, responding to an unusual sensibility. If we have chosen a topic that is of general concern and if genuine feeling and intelligence come through, it will be interesting. It is also supported by Taylor (2009:2). He states that if we are to write well we need to know (as well as we can) what we are talking about. Writer, subject matter, reader, and the forms of language are elements of the writing situation. All those elements must be handled together in the act of writing.

On the other side, Urquhart and McIver (2005:6) state that writing is a complex process which is about expressing knowledge. Teachers want their students to express



their knowledge as thoughtfully and clearly as they can. Teachers also have to make time for their students to engage in the writing process to get a pleasant result.

From the definitions above, it can be said that writing can be distinguished as the most difficult skill from other ones. Many things must be considered in writing. Grammar, vocabularies, punctuation, and spelling knowledge are the factors that influence writing to be the good one. However, based on the ideas given writing is a way of remembering and a way of thinking. That is why, it makes writing difficult and complex. It needs a hard work because as we write we have to produce words, phrases, sentences, and paragraphs to be a text. None of us can write much of interest without thinking, probing, observing, asking question, experimenting, and reading.

a. The Process of Writing

To make good sentences, the student had to know about writing process. Writing process is very important because with the process itself, the student would be understand carefully about writing. As assumed by Ontario (2005:10) “writing process is the means by which the students learn how to approach and carry out writing task”. Based on Ontario(2005: 20-22) There are five stages in writing process; planning, writing a draft, revising, editing, and publishing.

Planning is the first step for the students before they begin to write. Planning sometimes referred to as “rehearsal”, results in a plan to guide students as they write. Students generate ideas based on prior knowledge or personal experience. They may be prompted to visualize or draw their story and then tell a friend. After brainstorming with other students, they evaluate their ideas, narrow their focus, and select a topic. Some students may be provided with a generic graphic organizer. As students create a plan, they need to consider why they are writing (the purpose), and who will read what they write (the audience). At this point, students may determine the form their writing will take.



Next, *Drafting* is the process to get an idea in writing process. Following the development of their plan, students write a first draft. The intent of this draft is to get ideas down on paper. *The focus, at this point, is on the message, not the mechanics of writing.*” In this case, how the students arrange and develop the ideas to make a good writing. Then, the students should explore the ideas to get a new variant idea logically based on the topic.

Revising is the process to re-check or re-look the writing text. The focus of this step is to improve the quality of the message. Students are taught to examine their writing critically and use a variety of strategies to revise their writing effectively. Students will also consider the style of their writing, including sentence structure, paragraphing, and vocabulary, and ensure that they have made the best word choices for their topic and audience. Here, the students also usually change the idea, add new idea or information, and add new supporting details. On this stage, the students will get something new that will be better than before.

The next stage is *Editing*. By this stage, students are satisfied with their message. They feel they have addressed the purpose, used the appropriate text form, and considered their audience. Therefore, they now need to focus on the mechanical aspects of their writing – they need to be taught to proofread their own writing and the writing of others.

Publishing is the last of writing proces. The students will feel happy because the student can finish the writing. Students now make their writing presentable to the intended audience. They consider the visual layout of the text (e.g., margins, headings, graphics, and photographs) and its legibility. Once their writing has been published, it should be shared with their audience.

From the explanation and theories above, the researcher can conclude that writing is not as simple as tasks that could be finish as soon as possible. It needed a process to finish a good writing.



b. The Purpose of Writing

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing sentence when they have difficulty in saying orally, it means that a writer is not able to know the response of his reader directly. According to O'malley and Pierce (1996), there are three purposes of writing that describe the kinds of students writing. They are:

1) Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, the writer can share knowledge and give information, directions or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effects, and developing new ideas or relationship.

2) Expressive or Narrative Writing

Expressive or narrative writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

3) Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or Controversial issues. Writing is one way of communication, if we look for a new job employers, public officials or even member of the family to protest unfair treatment or to say "thanks" for help. By improving the writing skill, the purpose of communication in written will be easier.

Based on all of the statements above, the researcher got an understanding that no matter our writing is, it is done to express the idea and feeling to raise a purpose based on each importance. Moreover, for the students, the purpose of writing is to improve their communication skills, share information to the readers and to train students to become professional writers.

c. The Components of Writing

Writing is a complex process which requires several components in order to create an effective writing. According to Hughes in Pratama (2012) states there are five components which are needed to make the better writing as follows:

- a. Content, it discusses about how the writer is storming and developing ideas in his mind to create a creative writing creatively. The writer needs to present all of information in written language communicatively.
- b. Organiation, it tells about the systematic of text types.
- c. Vocabulary has a big place in writing. It influences the effectivity of writing.
- d. Language use is the creation or interpretation of intended meanings or the dynamic and interactive negotiation of intended meanings between two or more individuals in certain situation.
- e. Mechanics is one of the components in writing that tells about punctuation, capitaliation, and spelling. This component is required writer to recognie the basic rules of writing in producing right meaning.

It means that the writers have to master the components of writing to produce a good writing. The writers have to understand the organization of text types first before starting to write the ideas so that their writing become intelligible. The writers should understand the use of vocabulary even language use and mechanics in order to make their writing acceptable.



2. Teaching Writing

The psycholinguist Lenneberg (1967) once noted on a discussion of “species specific” human behavior, that human being universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to write if we are members of a literacy society and usually only if someone teaches us. Just as there are non-swimmers, poor swimmers, and excellent swimmers, so it is for writers.

If we give levels for many writers, so there will be low level, medium level, and high level. Those who have lack of ideas and a lot of grammatical error are low level. Then, the medium level is those who can create paragraph well and the content is logical. Their grammatical and sentences structures are good enough.

Trends in the teaching of writing in ESL and other foreign language have, not surprisingly, coincided with those of the teaching of other skills. We will recall from earlier chapters that as communicative language teaching gathered momentum in the 1980s, teachers learned more and more about how to teach fluency, not just accuracy, how to use authentic text and context in the classroom, how to focus on the purpose of linguistic communication, and how to capitalize on learners’ intrinsic motives to learn. Those same trends and the principles that undergirded them also applied to advances in the teaching of writing in second language contexts. Over the past few decades of research on teaching writing to second language learners, a number of issues have appeared, some of which remain controversial in spite of reams of data second language writing. (Brown, 2000: 334)

When the teachers give materials about writing, the teachers at least create a brainstorming to students in order to help them organizing and generating ideas. Therefore the students have no difficulty when they create a text. The teachers have to give them about the topic which is related to the materials. Beside that, the teachers have

to explain about grammar, such as simple present tense, conditional sentence, passive voice, command, etc in order to avoid mistakes of students" writing. It is also better to remind the students in using correct punctuation, capital letter, and vocabulary.

3. The Writing Assessment

Schools measure the effectiveness of writing in many different ways. In order to do this, it is crucial that we gather and analyze information before we begin writing, so that on conclusion we can repeat a similar assessment in order to measure the success of the writing.

According to Bachman (2004:7), assessment is the process of collecting information about a given object of interest according to procedure that is systematic substantively grounded. A product or an outcome of this process such as test score or a verbal description is also referred to as an assessment. Every subject in teaching learning process needs to assess; it includes English subject.

4. The Nature of Descriptive Texts

a. The Definition of Descriptive Text

Descriptive text is a text which describes particular persons, things, or places in specific way. Therefore, our visualization is needed. To create this text, our imagination must flow on a paper. Kane (2000: 352) states, "Descriptive text is description about sensory experience –how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in detail or specific to make the readers able to visualize the description". It can be concluded that descriptive text is used to describe everything which is seen by writer in detail.

According to Emilia (2010: 103), "Descriptive text is a text which is intended to describe a particular person, place or thing". The schematic structure of Descriptive text



is divided into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: the use of specific participant, written in present tense, the use of linking verbs, the use of adjectives, relational and material processes.

Therefore, the most important thing to create a descriptive text is on how we transfer our ideas in our mind into a piece of paper. Our ability to develop sentences by sentences become paragraphs needed and we have to have high potential in developing the paragraphs so that the content of the paragraph is logical. It also has benefit to avoid misunderstanding for readers. A good descriptive text can make the readers also imagine what particular things, persons, or places that are being described to the writer.

b. Generic Structure of Descriptive Texts

When we are creating a descriptive text, there is generic structure which makes our writing true. Identification and description are the generic structure of descriptive text. According to Pardiyono (2007: 34), “Descriptive text has generic structure as follows:

- (1) Identification: a part of paragraph of description text which tells a topic and characters that would be described.
- (2) Description: a part of paragraph of description text which tells the content of describing the particular persons, places or things.

c. Language Features of Descriptive Texts

Gerot and Wignell (1994: 28) state, “Descriptive text has language features consist of identifying process, classical nominal groups, using simple present tense, using specific nouns, using detail noun phrase to give information about the subject, various adjectives functioning to describe, relating verbs to give information about the subject, action verbs, adverbial to give additional information, and figurative language skill.”



Language feature of descriptive text is focused on what type on sentence is used.

From all kinds of sentences in English language such as simple present tense, simple future tense, simple past tense, simple past future, etc, the simple present is one that is being used in descriptive text. Language feature in this text type is also about what kind of verb that is being used. From all kinds of verbs such as mental verb, behavior verb, mental verb, action verb, etc, action verb is the one that is being used in descriptive text.

Adjectives and specific participants are also taken part in this descriptive text.

(1) Using Simple Present

It is used to describe an action that is regular, true or normal. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the things are described does not exist anymore. (2) Using Adjectives

An adjective is a word that describes, identifies, modifies, or quantifies something (a noun or a pronoun). It can be a single word, a phrase, or a clause.

It is to make clearer nouns.

(2) Using Action Verbs

Action verbs are verbs that specifically describe what the subject of the sentence is doing. This type of verb tells about information in a sentence and can convey emotion and a sense of purpose that extends beyond the literal meanings of the words.

(3) Specific participant

Specific participant tells about object in specific details that is going to be described. It can be particular persons, things or places that are being described in detail and specific ways.



d. The Example of Descriptive Text

Monas National Monument	
<p>Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Identification</div>
<p>The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. Towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Description</div>
<p>Construction began in 1961 under the direction of President Sukarno, the first president of the us and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.</p>	

5. Concept of Running Dictation Strategy

a. The Definition of Strategy

Learning strategies are steps taken by students to enhance their own learning. Rebecca (2006: 1) states that strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.

Rebecca also developed a taxonomy which divides language strategies into two main groups: *direct and indirect strategies*. Language learning strategies that directly involve the target language are called *direct strategies*. All direct language strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive and compensation) do this processing differently and for different purposes. Strategies that support the language learning process are called *indirect strategies* (metacognitive, affective and social strategies).

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Table II. 1
Oxford's Strategy Classification System (1990)

Direct strategies: Memory, cognitive and Compensation Strategies.		
<i>Memory Strategies</i> They help students store and retrieve new information.	<i>Cognitive Strategies</i> They involve more direct manipulation of the learning material itself.	<i>Compensation Strategies</i> They help learners to understand or produce messages in the target language despite limitations of knowledge.
Indirect strategies: Metacognitive, Affective and Social Strategies.		
<i>Metacognitive Strategies</i> They involve planning, thinking about the learning process as it is taking place, and monitoring, and evaluating one's progress.	<i>Affective Strategies</i> They help students to regulate emotions, motivations and attitudes.	<i>Social Strategies</i> They help to learn through interaction with others.

One of the tasks of a language teacher is to help students become smart learners.

This can be done by assisting students to develop learning strategies. Some strategies can require mental processing of the language while others deal with affective, social and communication skills. Both types play a vital role when dealing successfully with a language task.

b. Definition of Running Dictation Strategy

Dictation has been used in language learning for several hundred years, and methodologists have often made pedagogical claims for its value. Dictation is the process of writing down what someone else has said. With young children, dictation offers a way for a parent or a teacher to record a child's thoughts or ideas when the writing demands surpass writing skills. Dictation provides a chance for an adult to model many writing behaviors including handwriting, matching sounds-to-letters to spell words, and sentence formation.



Dictation is technique used in both language teaching and language testing in which a passage is read aloud to student or test taker, with pauses during which they must try to write down what they have heard accurately as possible. Basically, this is a technique used to know how much student ability to recognize and identify the spoken language.

In addition, John Flowerdew (2010) described dictation as a simple technique that the listener listen to an oral text and write down what they hear, the passage may be presented in segments, or information units, so the learner has time to process the language and write down. While according to Sonya Shafer dictation is useful to reinforce punctuation and grammar by studying a selected sentence or passage from a living book rather than just a list of words.

Council (2008:1-2) explains running dictation is a fun strategy that motivates the students at upper primary and lower secondary level. In this strategy, the students can play while study in the classroom.

English Language Education Section (2001: 58) states Running dictation is an activity for pupils who enjoy moving around and working in teams. They have to read and memorise a short text, tell the phrases / sentences to the group member who will write down the text.

According to Hess (2001:73),running dictation is the technique where the students works in group to dictate the sentence, there is the runner and the writer in each group.

Nation (2009:62) states that Running Dictation is a type of dictation in which students are responsible for it from the start. Students work in pairs or small groups, it is good for supporting students to learn with their groups.

Based on the explanation above, the researcher assumes that running dictation is the activity where the students work in group to dictate the sentence and write down what they hear as accurately as possible.

c. Teaching Writing by Using Running Dictation Strategy

Nation (2009:62) explains the steps of running dictation strategy: First, the students work in pairs or small groups. One learners is the writer and other is the runner who goes to the dictation text, memorises a short sentence, returns to the writer and retells it. If the students are working in groups, the activity takes the form of relay in which the first runner reads the first sentence of the short text and then runs another students and tells them what they have read. The second student then runs to a third student and does the same. The third student in turn tells describe what they have heard.

In addition, According to English Language Education Section (2001 : 59), there are different ways of conducting running dictation. Here are a suggestion for teachers' reference to make the procedure : The text is cut into discrete sentences. These cut-up text are placed around the classroom in different locations. When the group has written down all the sentences, the members have to work together to sequence the sentences to make a complete and coherent text

Furthermore, Andrew Wright (2006), tells another procedures in Running Dictation Strategy:

- a. Depending on the size of the class, display one or more copies of the text on the classroom wall or on a table.
- b. Divide the learners into pairs and have each pair decide who will be Learner A and who will be Learner B.
- c. Explain the rules of the game as follows: Learner A must run to the text, read it, and try to memorize as much of it as possible before running back to Learner B. Learner A should then dictate what they remember of the text to Learner B, who should record it in writing. Learner A can run to the text as often

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

- d. Applied the first pair to finish with no mistakes.

B. Relevant Research

According to Syafi'i (2013:102) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case, there are two relevant researchers:

1. Research from Menik Diantari

In 2014 Menik Diantari conducted a research entitled "The effect of using running dictation strategy toward reading comprehension on descriptive text of the second year students of MTS Darul Hikmah Pekanbaru". Her purpose of this research was to find out whether there was a significant effect of using running dictation strategy on reading comprehension. The design of this research was a quasi experimental research with nonequivalent control group design. The research was administered at MTs Darul Hikmah Pekanbaru. The subject of this research was the second year students at MTs Darul Hikmah Pekanbaru, and the object of this research was the effect of using Running Dictation strategy toward students' reading comprehension on descriptive text. The population of this research was all of the second year students at MTs Darul Hikmah Pekanbaru. The total number of population was 292 students. Because the number of population was large, the researcher used cluster sampling to take the sample: class VIII B3 which consisted of 30 students as an experimental class, and class VIII B4 consisted of 30 students as a control class. So, the total number of the sample was 60. To analyze the data, the researcher adopted independent sample T-test formula by using SPSS. Based on the analysis of the data of the students' mean score in experimental class and control class, it was found that mean score in experimental class



was higher than the students mean score in control class. Finally, based on the analysis of T-test formula, it was found that T_0 was higher than T_t either at significance of 5% and 1%. In other words, we can read $2.00 < 4.486 > 2.65$. So, the researcher concluded that H_a was accepted and H_o is rejected. It means that there was a significant effect of using Running Dictation strategy toward students reading comprehension on descriptive text of the second year at MTs Darul Hikmah Pekanbaru.

2. Research from Widayanto 2005

In 2005, Widayanto conducted a research entitled "The Effect of Using Running Dictation strategy to Improve Listening Skill of the Third Year Students at MAN 3 Malang". This research showed that running dictation could improve students' soft skill such as cooperating, discipline, responsibility, leadership, integrity, etc. Running dictation could also improve students' skill in listening because running dictation was done by dictating some sentences from one student to other students. This research was included into true-experimental research. Pretest posttest control group design was used to conduct the research. In pre-test mean of treatment class was 52.5 and for control group was 52.2. Then in the posttest mean for treatment / experimental class was 62.5 and for control class was 54.8. It means that there was a significant difference between class that used Running Dictation strategy to improve listening skill and the class that used conventional strategy.

C. Operational Concept

Operational concept is the concept to avoid misunderstanding and misinterpretation in the scientific study concept, still operated in abstract from the research planning which should be interpreted into particular words in order to be measured. There are two variables in this research, namely ; independent variable (X)

and dependent variable (Y). Variable X refers to the effect of using running dictation strategy, while variable Y refers to students' ability in writing descriptive text.

Variable X is Running Dictation Strategy

Variable Y is the students' ability in writing descriptive text

1. The indicators of Running Dictation strategy are follows :

- a. Teacher divides students into group of four or five.
- b. Teacher displays one or more copies of the text on the classroom wall or on a table.
- c. Teacher tells the rule of Running Dictation:
 - 1) One student in every group will be a writer and the others will be reader.
 - 2) The first students will come to the wall/table and read the sentence or paragraph there. After he/she has finished reading, he/she has to come to the writer and tells what he/she has read. If the reader forgets the text, he/she has to look at the text on the wall/table again and read it.
 - 3) The next student will act the same as the first student.
 - 4) Continue until all pieces of sentences or text have been written by the writer.
- d. Teacher monitors the activity, teacher only controls students not to cheat like making note near the wall/table.

2. Based on Hughes in Pratama (2012) and Jane (1983) writing descriptive text as dependent variable (Y) have some components:

1. Content;
 - a. Students are able to write introduction of descriptive text of an object.
 - b. Students are able to write the characteristic of feature of an object.
2. Organization;

- a. Students are able to express their ideas fluently, building one to another.
- b. Students are able to write their ideas clearly, stated controlling idea or central focus.
- c. Students are able to write the text, consists of beginning, middle, and the end of the paper.

3. Vocabulary;

- a. Students are able to arrange and interrelate of word sufficiently varied.
- b. Students are able to choose words' context in which it used vocabulary accurate, familiar, and effective.
- c. Students are able to write correctly word, distinguish as to their function (noun, verb, adjective, and adverb).

4. Language use;

- a. Students are able to construct the sentence well formed and complete.
- b. Students are able to use introductory *it* and *there* to begin sentences or clauses, and used *a*, *an*, and *the* correctly.

5. Mechanic;

- a. Students are able to write spell words correctly
- b. Students are able to use commas, semicolons, and dashes correctly.
- c. Students are able to write a text which is to read, without impeding

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that if the students use the running dictation, they can be easier to write the text.



2. The Hypothesis

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- a. H_{01} : There is no significant difference of using Running Dictation strategy to improve students' ability in writing descriptive text.
 - b. H_{a1} : There is a significant difference of using Running Dictation strategy to improve students' ability in writing descriptive text.
 - c. H_{02} : There is no significant effect of using Running Dictation strategy to improve students' ability in writing descriptive text.
 - d. H_{a2} : There is a significant effect of using Running Dictation strategy to improve students' ability in writing descriptive text.

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