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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 The Nature of Reading

Various definitions of reading have been given by many theorists. The definitions are very useful for the researcher in conducting research. In this case, the writers will give some definitions of reading from experts.

The goal of reading is understanding. In order to understand the texts, the students must be able to decode the words on the page and to extract meaning. Reading is such a pervasive activity that we all know what reading is, yet the term “reading” has not been clearly defined up to date. Reading usually means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language.

Reading becomes an important part of life to read is not only to vocalize the sequence of words in a sentence, a paragraph or a discourse, but also to engage and understand the meaning inside those words. So that a reader can interpret every word, every sentence, paragraph and even a discourse appropriately. Being able to read is important. The success in reading is the most necessary because it is the basic tool of education. By reading, the students are expected to absorb and keep up with the development of science, technology, language and art.

In order to understand the text, a reader must be able to identify words rapidly, know the meaning of almost all of the words, and be able to combine



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sequential unit of meaning into a coherent message. Naturally, the majority of students who are very weak at word recognition will have serious difficulties with comprehension. But, it is recognized that some students who develop adequate word-reading ability and fluency still have difficulty understanding what they are reading (Cain & Oakhill 2006). Thus, a reader who is good at word recognition and fluency cannot guarantee that he is good in reading.

Nunan (2005:69) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. According to Joseph Bennette (1997) explained reading is a visual process-vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Image are processed into concepts and whole dimension of thought. Reading is the natural passage of idea and concepts from one person to another. In other word, reading as the interaction occurs between reader and writer where texts can be processed into ideas or images.

Cerver (1990) defines reading as a complex process of decoding symbols for the intention of deriving meaning (reading comprehension) and constructing meaning. Reading has three parts, they are language acquisition, communication and sharing information.

Gibson (1991) reading is the processes of getting the meaning from print. It means that there is interaction between the author and the writer in this activity



because the writer delivers her/his idea to the readers through the text. The reader can also improve their understanding through reading activity.

Guy (1991) states that reading is the recognition of printed or written symbol that serve as stimuli to recall meanings. It shows that reading requires the ability to recognize a symbols or printed words and to construct a meaning from a text. While William Grabe (2002) remarked that reading is the ability to draw meaning from the print page and interpret this information appropriately. In addition, Elizabeth S. Pang (2003) stated that reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print material and, ultimately, to contribute to that knowledge.

Furthermore, Johnson (1998) explained that there are four definitions of reading:

1. Reading is the practice of using text to create meaning. The two keys words here are creating and meaning, it means that if there is no meaning being created, there is no reading will be.
2. Reading is a constantly developing skill. We get better at reading by practice, like any skill. If we do not practice, we will not get better.
3. Reading integrates visual and non-visual information. During the act of reading, the visual information found on the page combines with the non-visual information in your head to create meaning.

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4. Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

Based on the theorist above, it can be concluded briefly that reading is an interaction and a thinking process of transferring printed letters into meaning in communicating of message between the writer and the reader. It means that the readers have to discover ideas from the text based on their background knowledge about the texts. The readers also should pay attention about supporting ideas in the text. It will be useful for them to understand the content of the text as whole. Therefore, the readers should be the active reader to get the factual information of the text.

II.1.1 Reading Comprehension

Nunan (1989) mentions that there are two aspects of reading, mechanical skill and comprehension skill. Mechanical skill covers the recognition of word sounds, phonetics and spellings (reading aloud and reading silently). Comprehension skill is the recognition of the messages or information in a reading text. The two aspects of reading are very important to learn in order to recognize the word sounds and also to comprehend the information in the text.

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The major goal of reading for senior high school is comprehension. Zhi-Hong (2007) states that reading comprehension is construction of meaning from printed or written message. McNeil, Donant and Alkin (1980) say that comprehension is the ability to find meaning in what is read. It means that the goal of reading is how to understand or comprehend the meaning or the content of the text through reading the text. Understanding the meaning of context or having good comprehension in reading means the students are successful in reading text.

Hornby (1971) states that to understand the messages means to comprehend. Therefore, reading comprehension is not just knowing what each letter of the alphabet stands for, but also knowing what the meaning or the content of the text. In brief, the reader can get the information knowledge and so on by comprehending the content itself.

According to Goldman and Rakestraw (2000) the ability to acquire information from print is hallmark of literacy. However, literate people often take for granted their ability to understand the meaning what they read.

According to Adams and Bruce (1982), comprehension is interaction with the message in the text to generate the understanding of an author message. It means that reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of catching the idea or the message of the text that the writer intended to say.



In conclusion, reading comprehension involves all elements of the reading process to create a representation of the text in the readers' mind. So that the readers can get better understanding about what is read.

II.1.2 Components of Reading

Readers should know some components in reading to make them easier in understanding the text. Catherine Snow Chair (2003:11) states that there are some components of reading, which focused in comprehending text:

1. Finding Factual Information

Finding factual information requires readers to specific details. The readers must be able to recognize the factual or certain information in detail such as persons, places, events, and time. Factual information questions are generally prepared for junior high School students and those, will appear with WH questions.

2. Finding Main Idea

Reading is concerned with meaning to a greater extent that it is from. Reader can determine the ideas of paragraph and relative significance of what the author or writers expression in printed or written. Readers are also can find main idea of the paragraph which consisting sentences and select the main idea of the paragraph but also in the middle and at the end of paragraph. Sometime main idea do not states clearly just implicit.

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3. Reference

Students are able to recognize the references words refer to sentences, which help them in understanding reading passages.

4. Inference

Understanding is the one important aspect in reading. Students are expected to understand what the writers' means. Writer uses language efficiently and recognizes what can be performed from their sentences.

5. Restatement

The last view questions of reading comprehension are to ask the reader to recognize which of the four possibilities best restated the meaning of sentences.

In another, according to King and Stanley (1989) states that there are five components should be focused on comprehending a reading text. Here are the components :

1. Finding main Idea

Main idea is the main topic that is being discussed in a paragraph.

Main idea is also fundamental idea. It is describe the content of paragraph. Main idea helps the reader to understand not only ideas but also their relative significance, as expressed by author.

2. Finding Factual Information

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Factual information is the important information about the reality that describe from the text. We can find the factual information in every paragraph.

3. Guessing Vocabulary in Context

Difficult words or unfamiliar word are difficult to understand. We can guess difficult words from context clues. The context can help us in undertanding meaning unfamiliar words.

4. Identifying Reference

Reference is the word that represents another word. It is used to avoid the repetition of the same word. We can find it in the beginning, the middle, or the end of the sentence. Reference word are usually short and frequently pronouns, such as it, she, he, this, they, them and so on.

5. Making Inferences

Making Inference is a skill where the reader has to able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

Reading comprehension as discussed above indicates that it is a complex process by which a reader tries to reconstruct a message encode in graphic language by writer. It is an interaction between reader and author.



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II.2 The Nature of Writing

Writing is one of the important skills in learning English. Generally, writing becomes important since students need to know how to write letters, how to put written report together, how to reply advertisement increasingly how to write using electronic media. Each human needs a mastery of various components to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991). It means that, writing skill is one of human way to communicate with others in written form.

Writing is one of the four basic skills. Become one aspect of productive skills, it means writing should learn by students in school generally. According to Javed, et.all (2013) the students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Langan (2012:8-9) in Zulraudah (2014) said that some people has difficulties in writing. Too many components and rules in writing make students feel difficult to deliver their ideas in written form. Rida (2011:1) said that there are three factors that make students not capable in writing. First is a cultural factor from Indonesian such as, passiveness, shyness, etc. Second is a linguistic factor. It is about grammatical, punctuation, spelling, or etc. The last factor is social factor in which students have very small group to communicate using English Language in written form. In here, linguistic factor is more complex and confusing.



Writing encourages students to explore many aspects in language learning process. Raimes and Allen (1983) say that writing help students to learns some reasons. Firstly, writing reinforces grammatical structures, idioms, and vocabularies. Second, the students have a chance to be adventurous with the language and go beyond what they have just learned to say when they write. And the last, they necessarily become very involved with a new language when they write.

There are various definitions of writing as the most difficult skill from all English language skills. Beside that, there are some steps in writing that teachers have to master to teach the students.

There are various definitions of writing are presented by some experts. According to Martin (1985: 1), “Writing is process to translate experience and thought into arbitrary system. It means that, to write well, we must have experience and we must be able to express our ideas into sentences or paragraphs.”

The definition above is also supported by another expert. According to Meyers (2005:2), “Writing is speaking to others on paper or on a computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. It is the skill of writer to communicate information to a reader or group of readers. As a process, writing is an action of discovering and organizing ideas, transferring them into words, putting them on paper, reshaping and revising them.”

Based on all statements above, I can conclude that 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.

Moreover, writing nowadays becomes an important skill to face the global era. It conveys that writing is used widely in every aspect of life, particularly for interacting and communicating with people, whether formal or informal writing.

II.2.1 Writing Ability

Writing is one of way in communication by using letters. In writing, we have to consider many aspects in order to send our ideas in a correct form so that our writing is understandable. Writing is a process of putting ideas in a paper for transforming the information. Harmer (1991) states that writing is one of the four basic language skills, which is categorized into productive skill. It is essential to master English. It is a subject that must be taught in senior high school. In addition, it is one of the skills which is able to enhance students' language and stimulate the student cognitive in learning a language.

Homstad and Thorston (1994) claim that writing has commonly been seen as a supported skill; it is used to affirm the acquisition of grammar. They add that on the second language, writing provides an overview of some major ideas and resources.

Linked to this line, Hoel in Homstad and Thorson (1994) offer that process writing is as a tool to find out and expand the ideas in writing itself.

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Furthermore, Lindbergh (2008) adds that writing is more than a means to create a document; it can be a method to discover topic and explore ideas.

Furthermore, Oshima and Hogue (1999:3) say that writing is not easy to be conducted, since the students need to consider to several process of writing in order to be able to generate a good composition. In line this idea, Mumtaz (2007) adds the ability to write well is not naturally acquired. It is learned as a set of practical and learned experience. Writing also involves composing, which implies the ability to tell information.

Dealing with someone above, it can be concluded that writing is a sort of linguistic aspect which needs a process and procedure in order to generate a good composition. The process can be begun from prewriting (brainstorming, clustering, outlining), writing first draft, sharing, revising, and final draft. The process is to help students in generating their writing ideas easily. By considering the process, it is expected that the students are able to do a good writing.

Marcus in Nunan (1999) maintains that process writing really became feasible with the development of word processing. It means that every process has a product as a result. So, the process of writing produces the draft. White and Arndt (1991), they view writing as complex, cognitive process that requires sustained intellectual effort over a considerable period of the time. There are some steps to make a good writing, as follows:

- 1) Discussion (class, small group, pair)

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- 2) Brainstorming/ making notes/ asking questions
- 3) Fast writing/ selecting ideas/ establishing a view point
- 4) Rough drafting
- 5) Preliminary self-evaluation
- 6) Arranging information/ structuring the text
- 7) First draft
- 8) Group/ peer evaluation and responding
- 9) Conference
- 10) Second draft
- 11) Self-evaluation/ editing/ proofreading
- 12) Finished draft
- 13) Final responding draft

White and Arnt (1997) point out that process approach is aimed at helping the learner to develop a set of skill. In short, it needs some steps to get the good writing. The students cannot be good writers if they just use their ideas.

Reading, vocabulary, and grammar are parts of writing activity. Reading is to help the writer to get idea, give supporting idea or information. Vocabulary should be mastered because the writer should master in choosing the word in order to the reader get information easily and avoid the ambiguity.

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Grammar is to help the writer completes the written text based on rule of language.

As a language skill, writing is necessary to be taught to senior high school student. A good writing is a major cognitive challenge, because it can be a test off memory, language, and thinking ability (Kellogg and Raulerson, 2007). It seems that writing is able to enhance the cognitive sciences of someone, since while doing writing there is a process of cognitive in gathering an idea to write. Moreover, through writing the student are able to develop and demonstrate their ability (knowledge) in any academic area. Then, it may help them to discover their own creative abilities, become aware of the beauty, and power of language.

Dealing with some experts' theories explained above. Writing is an important of learning a language because it explores the vocabulary, spelling, and sentence patterns. It is able to be a crucial factor of student at high stage. Shortly, it can be implied that writing has essential role for the students, which it may expand their cognitive process, in order to be more independent and productive in any short of academic area.

II.2.3 Component of Writing ability

In doing a good composition, a writer should consider to the component of writing itself. Related to this point, Guadiani in Homstad and

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Thorson (1994) argues that group editing process in writing focused not only on comprehension and accuracy, but also style, organization, and synthesis. Then, Gordon in Griffiths (2008) adds that writing is seen as an extension grammar, therefore, it focuses on accuracy. Moreover, he mentions that good writer should consider to vocabulary, strategies, meaning, grammar, clear, and coherent.

Furthermore, Hughes (1989:100-102) provides five elements in a good writing. They can be seen as follows:

1. Grammar (language usage)

Grammar is essential to be mastered by student, since it is the basic to understand the language. In writing, the use of grammar must be used correctly based on the context of the writing itself.

2. Vocabulary

The ability in choosing appropriate vocabulary in writing is strongly important, since it help the writer in composing their writing well.

3. Mechanics

Mechanics cover several matters; punctuation, spelling, and capitalization. Spelling is important in order to find out a meaningful writing. Using wrong spelling influences the meaning of words. Punctuation is for a reader to sum up his/her voice or drop his/her speed and stop reading. It helps the reader understanding the content of the composition itself.

4. Fluency (style and easy of communication)



A paragraph is stated fluent when the choice of the structure and vocabulary consistently appropriate

5. Form (organization)

It is essential for a paragraph to have form (organization), which means that all the sentences in the paragraph discuss only one main idea.

The students have to use all of these categories to be good writing. All categories have close relation each other. For example, grammar has a close relation to mechanic. So, student should pay attention to them in writing skill.

Moreover, related to this point Harmer (1991) says that there are special consideration in writing, which are included the organizing of sentences in paragraph, how paragraph joined together, and the general organization of ideas into coherence piece of discourse. Those descriptions show that there are several points in writing that should be paid attention much by writer such as organization, unity, and coherence.

Furthermore, Jacob, et.al (1981) explain some components of writing, which cover content, organization, vocabulary, language use and mechanics. Content covers understanding of the subject, main topic, sufficient details, and interrelationship of the subject. Moreover, organization consists of coherence and cohesion, controlling ideas and relationship of ideas within and among

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paragraph. Furthermore, vocabulary covers vocabulary accurate, idiomatic, word from mastery, and appropriate register.

Next, language use is related to the use of tense, effective complex construction, number, and word order. At least, mechanics show about spelling, punctuation, capitalization, paragraphing, and handwriting.

Linked to this case, O'Malley and Pierce (1996) describe that there are several component in writing which should be scored.

1. Idea development (organization).

It concerns on main idea with appropriate elaboration and conclusion.

2. Fluency (structure).

It focuses on how use a correct verb on variety of tenses, which should consider on grammatical syntactic structure systems.

3. Word choice.

It uses varied and precise vocabulary appropriate for purpose.

4. Mechanics.

It concerns on using spelling, capitalization, and punctuations.

From these are point of views, it can be clearly seen that in a good composition covers some component of writing such as grammar (language use), vocabulary, fluency, organization (form) and mechanics. It expected that

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the students are able to use all of them in their writing in order to generate a good composition.

II.2.4 The Way to Measure Writing Ability

In measuring writing, Hughes (1989:100-102) says that there are some aspects or components that should be considered, the writing aspect or component are:

The aspect of writing	Score	Description
Grammar	1	Errors of grammar or word order as severe as to make comprehension virtually impossible
	2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
	3	Errors of grammar or word order frequent; effort of interpretation sometimes required on reader's part.
	4	Errors of grammar or word order fairly frequent; occasional re-writing necessary for full comprehension.

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	5	Some errors of grammar or word order which do not, however, interfere with comprehension.
	6	Few (if any) noticeable errors of grammar or word order
Vocabulary	1	Vocabulary so extreme as to make writing virtually impossible.
	2	Vocabulary so limited and frequent misused that reader must often rely on own interpretation
	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
	4	Using wrong and appropriate word fairly frequent; expression of ideas may be limited because of ideas inadequate vocabulary.
	5	Occasionally uses inappropriate term relies circumlocutions, expression of ideas hardly impaired.
	6	Use of vocabulary and idiom rarely (if it all) distinguishable from that of educated

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			native writer.
Mechanic	1	Error in spelling or punctuation so severe to make comprehension virtually impossible.	
	2	Errors in spelling or punctuation so frequent that reader must often rarely on own interpretation.	
	3	Frequent errors in spelling or punctuation, lead sometimes to obscurity.	
	4	Errors in punctuation or spelling fairly frequency; occasional re-writing necessary for full comprehension.	
	5	Occasional lapses in punctuation or spelling which do not, however, infer with comprehension.	
	6	Natural English, minimal errors, few (if any) noticeable lapses in punctuation or spelling.	
Form / organization	1	Lack of communication so serve that communication is seriously impaired.	
	2	Individual ideal may be clear, but very	

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		difficult to deduce connection between them.
	3	Little or attempt at connectivity through writer can deduce some organization.
	4	Some lack of organization; re-writing required for classification ideas.
	5	Material well organized; links could occasionally be clearer but communication not impaired.
	6	Highly organized; clear progression of ideas of liked; like educated native writer.
Fluency style	1	A “hotch-patch” of half learned misused structure and vocabulary item rendering communication almost.
	2	Communication of impaired by completely inappropriate of misused structure and vocabulary.
	3	Structure and vocabulary items sometimes not only appropriate but also misused; little sense of ease communication.
	4	“patch”, with some structure and

vocabulary items noticeable inappropriate to general style.

- 5 Occasional lack of consistency in choice of structure and vocabulary which does not, however, impair ease of communication.
- 6 Choice of structure and vocabulary consistently appropriate; like that educate native writer.

In case of adapting writing rubric score of school, the writer tried to adjust the rubric score of Hughes and rubric score which is applied at school. So, the writing rubric score was like:

Aspects of writing	Descriptions	Score
Grammar	Few errors of grammar or word order.	4
	Some errors of grammar or do not interfere with meaning.	3
	Errors of grammar of interpretation sometimes required on reader's part.	2
	Errors of grammar make meaning virtually impossible.	1

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Vocabulary	Use of vocabulary and idiom correctly.	4
	Wrong words but not interfere meaning.	3
	Wrong words but interfere meaning.	2
	Difficult to understand.	1
Mechanic	Use of punctuation correctly.	4
	Wrong punctuation but not interfere meaning.	3
	Wrong punctuation but interfere meaning.	2
	Difficult to understand	1
Form/organization	Very clear	4
	Quite clear	3
	Clear	2
	Not clear	1
Fluency/style	Very clear	4
	Quite clear	3
	Clear	2
	Not clear	1

To measure the student's ability in writing procedure text, the writer adapted the standard scoring to persuasive writing from Hughes (1974) as seen in table below:

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No	Score	Level Ability
1.	80-100	Good to Excellent
2.	60-79	Average to Good
3.	50-59	Poor to Average
4.	0-49	Poor

II.3 Kinds of Text

There are 13 kinds of texts (genres) that taught in Senior High School as quoted from Badan Standar Nasional Pendidikan (BSNP). Kinds of text in English which are commonly studied in high schools are:

1) Narrative

To retell the story in past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

2) Procedure

To describe how something is accomplished through a sequence of actions or steps.

3) Recount

To tell past events for the purpose of informing or entertaining.

4) Descriptive

To describe a particular person, place or thing.

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5) News item

To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6) Report

To describe the way things are, with reference to range natural, man – made and social phenomena in our environment.

7) Explanation

To explain the processes involved in the formation or workings of natural or sociocultural phenomena.

8) Anecdote

To share with others an account of an unusual or amusing incident.

9) Spoof

To retell an event with a humorous twist

10) Discussion

To present (al least) two points of view about an issue.

11) Analytical Exposition

To persuade the reader or listener that something is the case.

12) Hortatory

To persuade the reader or listener that something should not be the case

13) Review

To critique an art work, event for a public audience.



II.4 Descriptive Text

Based on 2013 Curriculum, descriptive text is taught in Vocational High School. Descriptive text is a text which describes something such as persons, places, or thing. The purpose of this text is to describe something looks like. It has two parts of generic structure; they are identification and description. There must be participants and must use present tense, action verbs, and adjectives.

II.4.1 General Concept 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 be 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: use specific



participant, written in present tense, use linking verbs, use adjectives, use relational and material processes.

Therefore, the most important thing to create a descriptive text is on how we transfer our ideas in my mind into a piece of paper. Our ability to develop sentences by sentences become paragraphs is 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.

II.4.2 Generic Structure of Descriptive Text

When we are creating a descriptive text, there is generic structure which makes our writing is 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.

II.4.3 Language Features of Descriptive Text

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

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information about the 20 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, sometimes it uses Past tense if the things are described does not exist anymore. For example;

- (a) Paris is one of the beautiful cities in the world.
- (b) I and my friends usually go to school at seven o'clock in the morning by bus.
- (c) The hotel provides 320 rooms and a swimming pool. etc.

(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. For example; a beautiful kind lady, the famous places in Semarang, those ancient books, etc.

(3) 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.

For examples; run, eat, write, drink, draw, etc.

(4) 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. For examples; my college, his father, Marina Beach, Prambanan Temple, Uncle Sam, etc

II.4.4 General Purpose of Descriptive Text

The purpose of writing description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience (Kang Guru: 2005). Stanley (1988: 124) asserts that the aim of description is to convey to the reader what something looks like. Furthermore, Johnston & Morrow (1981: 59) state that the purpose of descriptive text is to describe objects or persons in which the writer is interested.



Therefore, we have to know well what is being described because descriptive text aims to make the readers imagine what the content of the text without being affected by the writers' personal opinion. By reading a descriptive text, readers feel that they see the description just like they see pictures.

II.5. Running Dictation

Running Dictation is an amazing technique which involves all of English skill from listening, speaking, reading and writing. Running dictation is one of variations of dictation. Although dictation method is seen as an old technique by other people, but it is easily to prepare and practice. This strategy was presented in Pokrivčáková (2012). It provides space for practicing grammar, vocabulary, spelling, reading, speaking, listening and writing skills.

According to Alex (2013) that running dictation is a fun reading, listening, and writing task that first learnt about from classic book Dictation : New Methods, New Possibilities by Paul Davies and Mario Rinvolueri. Running Dictation is a technique of dictation method that can be used for teaching cooperatively. From the teacher's point of view, dictations can be done with any level, depending on the text used, graded for multi-level class, and usually require very little preparation and photocopying. Instead of the standard formula of the teacher dictating the text, there are a number of ways of taking the focus off the teacher and onto the students themselves. Using running dictation can avoid boredom for students because the technique help the students to brainstorm, elaborate paragraphs, and finish final draft.



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Running dictation is an activity that is done in groups, Cohen in Widiyanto (2005) states that a small group as running dictation can be a way to reach the good learning process. This way can give a good achievement in learning, also in social aspect such as a good interaction among students in the class.

For the last, running dictation is not as mean as the dictation itself, but it is a variation activity for teaching English skills, where, students can learn in groups, run, tell, and write what they have read.

II.5.1 The Characteristics of Running Dictation

As usual, running dictation is done just in particular ways. The students are divided into some groups in which each group has a writer and some runners. Some runners have to read some sentences of text on the wall in turn and tell what they read to the writer. After all runners have done their job and the writer also finishes in writing the text which have been dictated by some runners, each student has to rewrite the text by their own words.

Running Dictation is an easy and fun technique which is suitable for any levels where there must be a writer and runner. Therefore, at least this is simply done in pairs. The runner has to dictate what he has read to the writer and the writer has to write correctly what he heard from the runner. If the content of the text is long enough, this technique can be simply done in groups.

Running dictation is such a technique that has been applied in many teaching learning processes and it has been successful to prove that the



interesting technique can improve students' ability in materials skill which is given by teachers or educators.

Council (2008:1) states that there are some the advantages of using running dictation strategy. First, this strategy is successful used in learn spoken and written. The finish products of this strategy are products of the group not of individuals, thus there is less threat to individual members' face if their sentences are not totally accurate. The correction of the completed texts makes students notice aspects of what they have remembered and written that not be accurate.

II.5.2 Procedure of Running Dictation

According to in Pokrivčáková (2013), this activity issuitable for visual, audial and kinaesthetic learners. Teacher chooses a text on the basis of what he/she plans his/her students to practice or creates one. Afterwards, the text is cut into several pieces which are distributed around the classroom. Pupils work in pairs. One pupil from the pair is awriter and the second one is arunner. Runners' task is to run to the sentences, read them, remember them, run back to their partners-writers and dictate them these sentences. If a runner forgets aword or awhole sentence, he/she must run back, read the sentence again, try to remember it and run back to the writer. Shouting across the room and moving pieces of paper is strictly prohibited. If someone breaks the rules, the pair is disqualified. The first pair with all sentences written without mistakes wins this game or competition. If your students get very noisy, our

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recommendation is to tell them to tiptoe. This particular tip has worked out for us several times. Pupils might love the activity even more, especially the younger ones. As for the group of speaking activities it belongs to, Running Dictation is classified as controlled because the language produced by pupils is strictly limited and the rate of teacher's control is very high.

In other procedure, According to Nation and Newton (2009), in their book they state that a short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and the other is the runner who goes to the dictation text, memorizes a short sentence, returns to the writer and retells it. If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another student 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 the scribe what they have heard. If the emphasis is on speaking and listening and not reading and writing, the teacher can sit outside the classroom and say the sentences to the learners. If writing is to be avoided the sentences can be instructions to draw things spoken by the teacher to the runners, for example: For picture one, draw a man carrying five books and a bag of rice; For picture two, draw two girls kicking a ball and a dog chasing a duck.

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Running dictation can be done in various ways. But, in general, it can be done by the following steps;

- 1) Prepare some copies of text based on the groups in the class.
For example, if there are five groups, do prepare five copies of text.
- 2) Put the copies of the text on the wall.
- 3) Give a role to students as a writer and the others are runners in every group.
- 4) First runner has to run to the wall and read some sentences on the text. He has to remember what they have read before comes back to his group and tell to the writer about what they have read.
- 5) After the first runner tells about some sentences he has read to the writer, then the second runner takes turn. Third runner and next runners also do same activity.
- 6) In the end of doing this technique, every group must do correction between their writing and the original text.
- 7) Students are asked to create their own text based on their version.

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II.6 Review of the Related Studies

Some researchers have conducted researches about writing and reading genre.

The previous researchers have done the research related to this research, “The Effect of Using Running Dictation Strategy On Students’ Reading Comprehension and Writing Ability at SMK Labor Pekanbaru”.

1. Yonezaki (2014) from Nagaoka National College of Japan conducted a research entitled “Effectiveness of Dictation in Improving English Listening Ability of Japanese High School Students”. The aim of this research was to examine the effectiveness of dictation in improving listening ability of Japanese high school students. From the experiment that dictation is effective in improving English listening ability of Japanese high school students.
2. Aini (2015) from University of Semarang conducted a research entitled “The Use Of Running Dictation Technique To Improve Students’ Writing In Descriptive Text”. The students get the best score. The conclusion drawn from the study is that running dictation technique gives good contribution to improve the writing ability of X Social 1 students of SMAN 1 Bawang-Banjarnegara in academic year 2014/2015.
3. Study by Zulraudah (2014). “Teaching Writing by Using Running Dictation Activity For Elementary School Students”. This research aimed to improve students’ writing ability. She found that students’ writing ability improved by using running dictation. She also found there was significant effect using



running dictation strategy in teaching writing. The research was administered elementary school

4. Study by Diantari (2014). The Effect of Using Running Dictation Strategy Toward Reading Comprehension on Descriptive Text of the Second Year Students of MTS Darul Hikmah Pekanbaru. it was found that mean score in experimental class was higher than the students mean score in control class. It means that there is a significant effect of using Running Dictation strategy toward students reading comprehension on descriptive text of the second year at MTs Darul Hikmah Pekanbaru.
5. The next previous study that has been done is entitled The Use of Running Dictation Game and Rapid Writing Strategies to Improve the Students' Writing Skills of the Eight Grade Students of MTSN Susukan in the Academic Year of 2017/2018 by Eka Widi Riyanti (2018). This research is mainly aimed to improve students writing skill using Running Dictation Game and Rapid Writing strategy at the Second Grade Students of MTs N Susukan in the Academic Year of 2017//2018. The purposes of research are: (1) to find out the implementation of students' writing skills using Running Dictation Game and Rapid Writing Strategies. The results of this research in every cycle show that the score of students writing skill was improved. It can be seen from the mean score of pre-test and post-test. There is a significant improvement. So, the students writing skill was improved by using Running dictation Game and Rapid Writing Strategy in teaching learning process.



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6. Increasing Students's Listening Achievement Through Running Dictation. (Resta, 2013). The aims of this research are to find out whether there is significant increase on students' listening achievement after after being taught by running dictation. It can be concluded that running dictation is appropriate to be used in order to increase students' listening achievement.
7. Qualitative study by Lidya Noviega entitled "Teaching Writing by Combining Brain Writing Strategy and Running Dictation Strategy in Junior High School". Teaching writing by combining brain writing strategy and running dictation strategy is needed to help the students to become active learner and also give variation strategy for used by the teacher in the classroom. In teaching learning process, the teacher should know which strategy that can encourage the students' motivation in order to make them interested in learning English.
8. The other research was conducted by Abdullah Hasan (2018) entitled "The Effect of Using Communicative Language Teaching (CLT) Through Small Group Discussion on Students' Writing Ability and Reading Comprehension at SMAN 1 Kampar Timur. It was carried out by using a quasi-experimental design. The research subject was tenth-grade students at the school. Two classes were involved, namely an experimental and a control group. There was a significant influence of using CLT through Small Group Discussion on the students' writing ability and reading comprehension between the pre-test and post-test in the experimental group. In other words, there was a significant

influence of using CLT through Small Group Discussion on the students' skills in writing and reading procedural texts; and its effect size was categorized into moderate.

9. The other research was conducted by Hilyah Mardhiyah entitled *The Use of Running Dictation Game to to Improve the Tenth Graders of Vocational High School's Speaking Skill*. This study aims to find out whether the use of Running Dictation game can improve the students' speaking skill. The use of Running Dictation significantly improves the tenth graders of SMKN 6 Surabaya's speaking skill.
10. The last of related studies by Isna Harisah (2016). The research entitled 'The Effect of Using Running Dictation Game on The Students' Speaking Ability at the Second Year of SMPN 1 Pogalan Trenggalek. Based on the result of data analysis on the post-test the experimental and control groups, the students' speaking ability of the experimental group was better than those in control group.

Based on the previous studies, it can be concluded that several differences and the similarities compare to this research. Yonezaki (2014) focus on listening comprehension by dictation strategy. Arini (2015) focused on students' writing ability by using running dictation technique. Zulraudah (2014) focused on writing ability by using running dictation. Diantari (2014) focused on reading comprehension by using running dictation. Riyanti (2018) compared running dictation and rapid strategies to improve the students' writing skill. Resta (2013) focused on listening

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achievement by using running dictation strategy. Noviega (2015) teaching writing by combining brain writing and running dictation strategy. Mardhiyah (2016) and Harisah (2013) improved the students speaking skill by using running dictation.

Besides that this research focused on reading comprehension and writing ability by using running dictation strategy the teacher needed to improve the students' reading comprehension and writing ability at SMK Labor Pekanbaru, the teacher should consider the new method. Running Dictaion Strategy never implemented yet in SMK Labor Pekanbaru.

II.7 Operational Concept and Indicator

II. 7. 1 Operational Concept

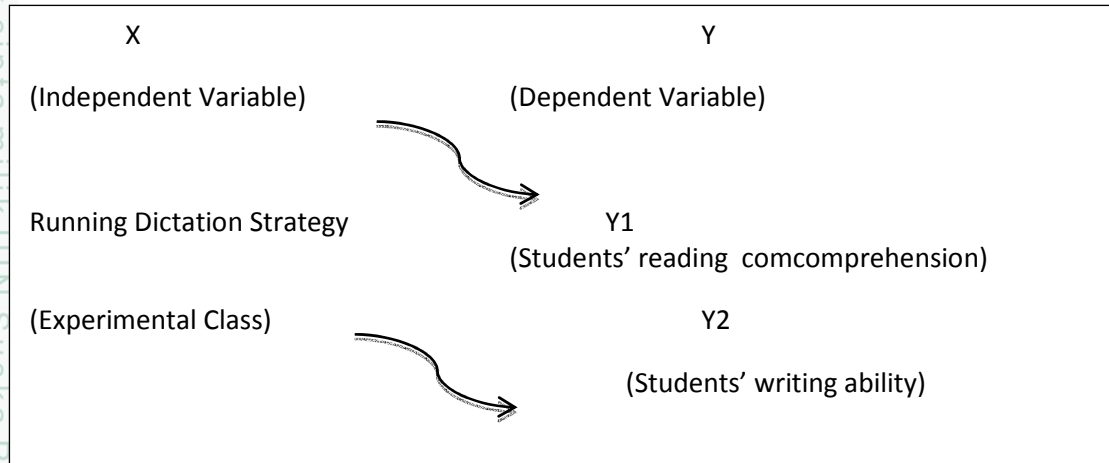
Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular word in order to make it easy to be measured. Operational concept is the concept used to clarify the theorist used in the research.

Importantly, this research is an experimental group which is focused on gaining effect of Running Dictation Strategy toward students' reading comprehension and students' writing ability. Therefore, in analyzing the problem of this research, three variables are used. They are Variable (X) and variable (Y1 & Y2). Variable X is using Runing Dictation and variable Y1 is students' reading comprehension, while Y2 is students' writing ability.

Concept 1

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Experimental Research



II.7.2 Indicators of Variable X

Experimental Class

i. Indicators of Variable X (Running Dictation) for Reading

Activity:

- 1) Teacher puts some copies of text on the wall or whiteboard.
- 2) Students are divided by the teacher into some groups. Each group consists of 4 or 5 students.
- 3) Each student in group will be a writer and others will be runners.
- 4) Student 1 as first runner has to run and read the copy of text on the wall.
- 5) Student 1 as first runner has to remember what he has read.
- 6) First runner comes back to his group and tells to the writer about what he read.
- 7) The writer must write what he heard correctly.

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- 8) The second takes turn to do same activity that first runner has done before. The other students also do it.
 - 9) After all groups have finished, each student of groups takes the original text and correction about their working.
 - 10) After activity, students are asked to answer the reading question that teacher given.
- ii. **Indicators of variable X (Running Dictation) for writing activity :**
- 1) Teacher puts some copies of text on the wall or whiteboard.
 - 2) Students are divided by the teacher into some groups. Each group consists of 4 or 5 students.
 - 3) Each student in group will be a writer and others will be runners.
 - 4) Student 1 as first runner has to run and read the copy of text on the wall.
 - 5) First runner has to remember what he has read.
 - 6) First runner comes back to his group and tells to the writer about what he read.
 - 7) The writer must write it correctly.
 - 8) The second takes turn to do same activity that first runner has done before. The other students also do it.
 - 9) After all groups have finished, each student of groups takes the original text and correction about their working.

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10) After activity, students are asked to answer the reading question that teacher given.

11) After acitivity, the students are asked to re-write down or create their text based on their version.

II.7.3 Indicators of Variable Y

i. Students' writing ability

The indicators of students' writing ability (writing descriptive texts) are as follow, the students are able to:

- 1) Students are able to use correct grammar (simple present.).
- 2) Students are able to choose appropriate vocabularies.
- 3) Students are able to use correct mechanic (spelling, punctuation, and capitalization).
- 4) Students are able to arrangement fluency or correct structure in order to make composition easy to understand.
- 5) Students are able to form organization of the texts.

ii. Students' reading comprehension

The indicators of students' reading comprehension (reading descriptive texts) are as follow, the students are able to:

- 1) Students are able to find main ideas.
- 2) Students are able to find supporting detail.



- 3) Students are able to identify inference.
- 4) Students are able to identify reference.
- 5) Students are able to find vocabulary in context.

II.8 Assumption and Hypothesis

a. Assumption

Because of the ability of students on reading and writing are various, it is assumed that Runing Dictation Strategy might better achievement for students' ability on reading comprehension and writing descriptive texts. Running Dictation Strategy which is used to increase students' reading comprehension and students' writing ability at SMK Labor Pekanbaru.

b. Hypotheses

“Hypothesis is researcher's tentative prediction of the results of the research findings” (Gay, 2009: 71). It means hypothesis states researchers' anticipation which concerns on the relationship between two variables in the research problem. Therefore, the hypotheses are formulated as below:

H_{01} = There is no significant difference between students' reading comprehension pre-test mean score of an experimental group and reading comprehension pre-test mean score of a control group on descriptive texts by using Running Dictation Strategy at SMK Labor

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	Pekanbaru.
$H_{\alpha 2} =$	There is significant difference between reading comprehension post-test mean score of experimental group and reading comprehension post-test mean score of control group on descriptive texts by using Running Dictation Strategy at SMK Labor Pekanbaru.
$H_{\alpha 3} =$	There is significant difference between reading comprehension pre-test and post-test mean score of experimental group on descriptive texts by using Running Dictation Strategy at SMK Labor Pekanbaru.
$H_{\alpha 4} =$	There is significant difference between reading comprehension pre-test and post-test mean score of control group on descriptive texts by using Running Dictation Strategy at SMK Labor Pekanbaru.
$H_{\alpha 5} =$	There is no significant difference between writing ability pre-test mean score of experimental group and writing ability pre-test mean score of control group on descriptive texts by using Running Dictation Strategy at SMK Labor Pekanbaru.
$H_{\alpha 6} =$	There is significant difference between writing ability post-test mean score of experimental group and control group on descriptive texts by using Running Dictation Strategy at SMK Labor Pekanbaru.
$H_{\alpha 7} =$	There is significant difference between writing ability pre-test and post-test mean score of experimental group on descriptive texts by using Running Dictation Strategy at SMK Labor Pekanbaru.

$H_{a8} =$ There is no significant difference between writing ability pre-test and post-test mean score of control group on descriptive texts by using Running Dictation Strategy at SMK Labor Pekanbaru.

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