

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter will discuss further about related literature. As the rhetorical background to this research, this chapter provides discussion about writing, descriptive text, Dictogloss, and related research.

#### **A. Writing**

##### **1. Definition of Writing**

Writing is a thinking process of putting ideas down on paper to transform thought into words, to sharpen main ideas, to give them structure and coherent organization (Brown, 2001)<sup>12</sup>. In other words, it is a process in which the writer explores his or her thoughts, feelings, ideas, and shares them with the readers through the written language. It is a communicative skill dealing with language.

Writing is communicating a message between the writer and the reader. In this case, writing is used to communicate with other people using a written form through indirect communication. As a mean of communication, writing would be best and more meaningful when it is taught integrated to other skills because the teacher can track students' progress in multiple skills at the same time.

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<sup>12</sup>H. D. Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (San Francisco: Addison Wesley Longman, Inc.2001), 336

## 2. The Teaching of Writing

Dealing with the teaching of writing, Raimes (1983)<sup>13</sup> states that writing can help the students learn. First, by doing writing, students can reinforce the grammatical structures, idiom, and vocabulary. Second, when writing, they also have a chance to be adventurous with the language. Third, when students write, they necessarily become very involved with the new language and the effort to express ideas.

Dealing with the EFL writing class, for instance the students of senior high school, Brown (2001)<sup>14</sup> mentions five major categories of writing activity. They are imitative, intensive (controlled), self-writing, display writing, and real writing. At the beginning level, the students write down English letters, words, and sentences in order to learn the basic convention of writing. In the imitative writing, the students reproduce in the written from something, which has been read or heard.

The other activity is controlled writing. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For example, the students are asked to change the present tense to past tense.

Another form of controlled writing is that a text is read at normal speed. Afterward, the teacher asks the students to rewrite the text. The next activity is self-writing. It is a form of writing in which only the self

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<sup>13</sup>Raimes, Ann. *Teaching Writing: What We Know and What We Do*. (Oxford University Press:1983), 3

<sup>14</sup>Ibid.434

in mind as an audience, such as diary, journal, dialogue journal, and note taking during a learning process.

The next activity is display writing. The display writing includes writing essay examinations, research reports, and short answer exercises. Here, the students need to master the display writing techniques.

The last activity is real writing. It is a kind of writing performance, which aims at the genuine communication of messages to an audience in need of those messages. There are three kinds of real writing, namely: academic, vocational, and personal.

In line with the teaching of writing at the secondary students, especially in the Senior High School, it is taught integrate with other skills, namely: listening, speaking, and reading. In this case, it is used to make the students have communicative competence that they are able to communicate in oral and written form in expressing information, thought, feeling, and to develop science and technology.

### 3. The Process of Writing

Process writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students. Furthermore, different writers have different opinions in the sequence in writing.

According to process approach, writing activities are divided into five steps: prewriting, drafting, revising, editing, and publishing

(Thompson, 1994)<sup>15</sup>. *Prewriting* is the step in which the writers think about the topic and generate ideas; *drafting* is the step in which the writer write the text based on the generate ideas they have in the previous step; *revising* is the step in which the writers rethink or reseed the draft by adding material(s) to support the ideas, cutting parts that are not relevant to the topic, replacing parts that the writers have cut and moving the material(s) around by changing the order of sentences or paragraphs; *editing* is the step in which the writers check the sentences to make sure that they are grammatically and mechanically correct; *publishing* is the last step in which the writers share their writing products with real audiences such as their classmates, parents and the community. According to Christenson in Sabarun (2006)<sup>16</sup>, prewriting, which is the first stage in writing, involves everything the writer does before beginning the actual task of writing, including activating background knowledge, generating ideas, and making plans for approaching the writing task.

Writers decide the interesting topic in this stage. Prewriting covers a wide of variety of activities. In generating the ideas as the writers begin to write, the writers can use some prewriting techniques, namely: listing, clustering, brainstorming, strategic questioning and free writing.

<sup>15</sup>G. E. Thompsons, *Teaching writing: Balancing Process and Product.*(New York: Macmillan.1994), 175

<sup>16</sup>Sabarun. *Improving the Writing Ability of the Fifth Semester Students of the English Department of Malang Muhammadiyah University through Cooperative Learning Strategy.* Unpublished Thesis. Malang: Program Pasca Sarjana Universitas Negeri MalangSlavin, Robet J. 1995. *Cooperative Learning.* (Boston: Allyn and Bacon,2006.), 12

Listing is a prewriting technique in which a writer lists down on paper as many thoughts as he has and as quickly as he can. The ideas related to topic that comes out from the mind of the writer are listed and they become the basic source of information for the writing.

Clustering is prewriting technique of making a visual map of ideas. The writers use a key word placed in the center of a page, then, jot down all the free associations. To use this technique, the writers can begin with a topic circled in the middle of a sheet of paper, then draw a line out from the circle and write an idea associated with the topic.

Brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, the writers can ask others to recall for information of particular topic in order to give the writer many ideas about the topic. Based on the topic, the writers call out as many associations as possible while they jot them down.

Strategic questioning lets the writers consider the topic through a series of questions. Here, the writers answer a set of questions designed to guide the writing, for example “what do you want to write about?” “What do you want to find out?” etc. Here, the writers get the opportunity to consider what they know, or what they need to learn about the writing topic.

Free writing is writing without stopping, letting thoughts flow without regarding to connection and direction whether an idea makes sense or not. Free writing provides writers with chances to put ideas into

writing. According to Smalley, et al in Sabarun (2006)<sup>17</sup> states that free writing is writing without stopping, which means writing whatever comes to the writers' mind without worrying about whether the ideas are grammatical or not. Furthermore, they explain that when they write, the writers should pay attention the following things: do not interrupt the flow ideas, write the ideas as they come, do not censor any thoughts or insights, do not go back and reread, and do not cross anything.

Drafting is a vital part of successful writing. Drafting means writing a rough, or scratch, from of the paper. Drafting is an activity to write through multiple drafts. The draft is based on the planned ideas made in prewriting activity. A first draft is a preliminary draft (Troyka& Gordon: 1990). It is not yet a perfect draft so that we need to make revisions on it. The reason of using drafting is that it can lay the fundamental framework of final paper. If the framework well, it will have a good chance of writing a beautiful paper. However, if the job is poor on the framework, success could be much more difficult to attain.

As the first version of piece of writing, in this stage the writers put across their interim ideas into the paper. The ideas in the writers' mind are organized in general context. At the drafting step, writers are expected to write without afraid of making mistakes. The writing or drafting stage includes: provision of time for composing, attention by teacher to individual progress sometimes for teacher writing, teaching of

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<sup>17</sup>Ibid.14

organizational types and patterns of development through use of model, and opportunities for students to practice and experiment with writing.

Revising means looking back. Nation & Newton (2009)<sup>18</sup> state that revising is looking again over what has been written. This is carried out to check what ideas have already been included in the writing to keep the coherence, flow of the writing and to look for errors. In addition, writers should make each sentence accurate, brief and clear so that the readers fully understand and get the idea. Furthermore, Smalley (2004) explains that in revising, the writers need to follow some way to revise: first, the writers should add material to support the ideas. Second, the writers should cutting parts that are not appropriate to the topic. Third, the readers replacing parts that the writers have cut and finally the readers are changing the order of sentence or paragraph. Revision is defined as any activity that involves changes in a text. It involves adding new writing, deleting, substituting another way of saying something rearranging matter in their text to make meaning understandable to the reader. After revising, it is expected that the draft will be better than its previous work.

Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. The activity that precedes the editing is proofreading. We proofread our own paper in order to identify our mechanical errors.

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<sup>18</sup>I. S. P. Nation & Newton, J. *Teaching ESL/EFL Reading and Writing*. New York: Routledge. Raimes, A. 1983. *Technique in Teaching Writing*. (Oxford: Oxford University Press. 2009), 119

This implies that we are ready to edit the paper if we have the final draft that we have revised beforehand. Senior high school may have difficulties recognizing own error. Thus, a self-assessment checklist may help them, monitor own writing. Also, feedback that they get from their classmate can be encouraged to edit their writing.

Publishing is an activity of going out the writing product with other. The product can be published through reading aloud what has been written, while the other gives correction orally. Through publishing, the writers will be appreciated because of their work.

In clear explanation, to produce a good writing, a writer should go through the process of writing: prewriting, drafting, revising, editing, and publishing. None should be missed because each stage has its own significance to help the writer to finally produce a good writing.

## **B. Descriptive Text**

To write an effective descriptive text, a writer should become a careful observer. Therefore, all sensory details he/she possess such as details of sight, taste, smell, touch and of sound should be made use of. In a descriptive text, more than one sense can be needed, for example, in describing a scene; the writer uses visual details and details from senses of hearing and touch. However, it should be remembered that it is just sensory details that may help

the writer carry out the purpose of creating a sharp, deeply felt description. (Brown, et al).<sup>19</sup>

In descriptive text, diction is important to take into account because the words used by a writer may make the readers see, hear, touch, smell, or taste what the description is about. In order to provide the readers with sensory details about objects, places, and people that actually exists, writers necessarily include concrete and specific words that may create images for the readers. Using concrete and specific words may assure that the description is not only vivid but also fully developed.

#### 1. The Definition and Purpose of Descriptive Text

A descriptive text is one of the types of writing that should be learnt by the students at senior high school. It includes several kinds of descriptive text, namely descriptive text about person, animal, and tourism places (Curriculum KTSP).

Description of a place is a picture of a place that is described to show someone the actual place or to take a picture of it. In describing a place, the writer should give the readers an idea of the size, location, and types of a place. If the place is a home or a room, it is important to describe the size and arrangement of space involved. If, on the other hand, the place includes many things such as a downtown area, the description will likely focus on the location of the various buildings. Finally, if the place is an entire country, the description will be much more general and

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<sup>19</sup>A. C Brown, nilson, J., Shaw, F. W. , and Weldon, Richard, *AGrammar and Composition*. (Boston: houghton Mifflin Company.. 1984),437-438

provide information about things as the land formation, climate, and major cities (McKay 1983)<sup>20</sup>

In describing a place, two techniques can be used, namely, sensory details and spatial order. Sensory details here not only include details of sight, but also those of smell, tastes, sound and touch. For instance, in describing an industrial city, the smell of fog, the taste of the chemical pollution in the air, the sound of the roar of the traffic, etc. Can create a powerful description of the city. The spatial order means the description of a place based on the order of the detail. For instance, in describing a picture, the orders are from left to right, from top to bottom, from foreground to background, etc. (Brown et al, 1984).<sup>21</sup>

Description of a person is a picture of a person with words. It is described to show someone to someone else. The best way to describe a person is to limit the description of the person because there are so much that can be said about an individual. However, describing a person must be focused on the characteristics of individual, providing specific details that illustrate that person (McKay 1983).<sup>22</sup>

The description of person can also be focused on the personality. Often, a person's physical characteristics may give hints of the personality. For example, facial expressions can reveal much about of an individual.

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<sup>20</sup>Ibid 33

<sup>21</sup>Ibid. 450-454

<sup>22</sup>Ibid.51

Describing an object is also an attempt to give a picture of an object with words. The best way to describe the physical characteristic of an object is, of course, to point to the actual object or to show a picture of it. At times, however, it is not necessary or possible to include an illustration of the object. Instead, a description of the important characteristics of the object such as its size, shape, and color is adequate. The description might then proceed to describe other characteristics of the object such as its purpose or construction (McKay 1983)<sup>23</sup>.

Moreover, when describing an object, senses of sight and touch should be included to provide the readers with the detail of the object's color, shape, size, texture, and weight. In a careful description, details of taste, smell, and sound should also be covered (Brown et al., 1984)<sup>24</sup>.

In short, in describing an object, a person, or a place, all senses should be involved to produce adequate descriptions to the readers.

## 2. The Generic Structure of Descriptive Text

A part of rhetorical organization itself is generic structure or known as text structure that is very urgent for creating coherent text. A descriptive text usually has two main sections. These are identification and descriptions. Identification is a part of paragraph which introduces or identifies the character, it identifies phenomenon to be described. Description is a part of paragraph which describes the character, parts, qualities, etc.

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<sup>23</sup>Ibid.17

<sup>24</sup>Ibid.446-447

### 3. The language Feature of Descriptive text

Brown et al (1984)<sup>25</sup> suggest that proper descriptive words covering nouns and verbs, modifiers and comparisons can be used in order for the writer to be able to accurately and vividly convey details to the readers. Dealing with the use of nouns and verbs, it is suggested that specific words were used in order to create precise images. For example, if the word *tree* is used, the readers will not know whether to show an evergreen or a leafy tree. So, a specific word such as an *oak tree* should be used. The use of the *oak tree* helps the readers form a mental picture.

Modifiers may also be used to create sensory details for the readers. In this case, adjectives or participles can describe a noun, and adverbs can enhance a verb. For example, in the sentence, “In chilly morning, I creep into the hallway...” In the sentence the word *chilly* instead of *cold* is used to modify *morning* in order to describe a stronger nuance of the situation. In this case, a proper modifier should be made use of.

Moreover, a comparison may also be used to describe something. To be able to describe a subject in a striking way, it is better to compare it to something the readers know but do not ordinarily associate with the subject. The comparison can be in the form of similes and metaphors. For example, in the sentence “When the curtain opened, the sunlight spread itself a golden blanket over the old women’s shoulder. In the sentence,

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<sup>25</sup>Ibid.439-445

describing the sunlight shining through a window, a comparison to a “golden blanket”, meaning warmth and protection, is used (Brown 1984)<sup>26</sup>

### C. Dictogloss

This section is directed to discuss the definition of dictogloss, the procedures of dictogloss, and the variation of dictogloss. The detailed elaboration is presented as follows.

#### 1. The Definition of Dictogloss

According to Jacobs (2003)<sup>27</sup>, dictogloss is an activity in which short pieces of language are read out at normal speed to students. In line with that, Wajnryb (1990)<sup>28</sup> also states that dictogloss is a technique in which short pieces of language are read out at normal speed to students.

Dictogloss is a technique which has steps in the process.

#### 2. The Procedures of Dictogloss

There are four steps to conduct dictogloss technique; they are preparation, dictation, reconstruction, and analysis and correction (Wajnryb, 1990)<sup>29</sup>.

##### a. Preparation

At this stage, teacher prepares the material which is going to be taught. The teacher introduces the topic and lists some vocabulary for

<sup>26</sup>Ibid. 4440

<sup>27</sup>Jacobs, George. 2003. *Combining Dictogloss and Cooperative Learning to Promote Language Learning*. The Reading Matrix. Vol. iii No.1.

<sup>28</sup>Wajnryb, R. *Grammar Dictation*. (Oxford: Oxford University Press1990), 16

<sup>29</sup>Ibid.17

the students. Moreover, the students are divided into pairs or small groups and given brainstorming before coming to the next step.

b. Dictation

At this stage, the teacher reads the text twice in normal speed and asked the students to listen. On the first dictation, the teacher reminds the students to listen only and not to write anything. While on the second dictation, the teacher asks the students to prepare notebook and write down some words which will be Keywords for the next step; that is reconstruction.

c. Reconstruction

At this stage, the teacher asks the students to reconstruct the text based on their Keywords in pairs or groups. Those Keywords are used as their guided writing to produce a text which has the same idea as the original text. Holdich and Chung (2003)<sup>30</sup> indicate that guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help students shape and redraft texts with particular criteria in mind. In conclusion, the principle of guided writing strategy is to provide instructional materials or relevant media to help students write.

d. Analysis and correction

While at this stage, the teacher asks the students to analyze and correct their text result. It is also done with the teacher's help by

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<sup>30</sup>Holdich, C. E., & Chung, P. W. H. A 'computer tutor' to assist children develop their narrative writing skills: conferencing with HARRY. (*International Journal of Human-Computer Studies*:2003), 59(5), 631-669.

comparing their version to the other group or pair result, and the last comparing with the original one to see the differences.

### 3. The Variations of Dictogloss

According to Jacob (2003)<sup>31</sup>, there are many variations of Dictogloss in learning activities. They are explained as follows:

#### a. Dictogloss Negotiation

In dictogloss negotiation, the students have chance to discuss with the partner or group about what they have heard for each section of dictation. They will get twice dictation which means that the students have two chances to discuss.

#### b. Student Controlled Dictation

In student controlled dictation, the teacher acts as a tape recorder that can be played by the students. In other words, the students can ask the teacher to stop, go back, rewind, and skip ahead.

#### c. Student-Student Dictation

In student-student dictation, the students take turns to read the text to each other. Here, the teacher's job is just monitoring the process.

#### d. Scrambled Sentence Dictogloss

In scrambled sentence dictogloss, the teacher jumbles the sentence of the text before, so that the students have to recreate and put it into logical order first.

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<sup>31</sup>Ibid.23

e. Dictogloss Summaries

In dictogloss summaries, the students focus only on the key ideas of the original text. Here, as well as in other dictogloss variations, the teacher can provide visual aids (sketch, flow chart, photo, mind map) that represent some elements of the story.

f. Elaboration Dictogloss

In elaboration dictogloss, the students go beyond what they hear to not only recreate the text, but also improve it.

g. Dictogloss Opinion

In dictogloss opinion, after the students reconstructed the text, they are allowed to give comment or opinion on the writer's ideas. Those can be placed at various points in the text or can be written at the end of the text.

In this research, the researcher focuses on using Dictogloss summaries to be implemented in the classroom

#### **D. Related Research**

Since a long time ago, teachers have encouraged their students to work together on occasional group projects, in-group discussion, or in other kinds of group works. These methods are basically informal or unstructured and they are only used on rare occasions. However, about two decades ago some significant developments have taken place in this age-

old technique through many researches by hundreds of thousands of teachers (Slavin, 1995)<sup>32</sup>.

The implementing of dictogloss is believed to be useful and effective to improve the quality of the teaching of writing and to develop the students' writing skill. Some of the researches have been conducted on cooperative learning in varied field of study.

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<sup>32</sup>Slavin, R.E. *Cooperative Learning (Second Edition)*. (Massachusetts: Allyn & Bacon.1995), 156