

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present the review of literature and describes some theories. They are the definition of writing, the process of writing, teaching writing, problem in writing, narrative text, dictogloss technique and previous study.

2.1 The Definition of Writing

Nunan (2003:88), writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. Urquhart&McIver(2005: 5) Writing is a recursive process, which means students revise during the process, frequently moving back and forth among the stages”. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and find a purpose. Writing present the writer’s concept understanding an issue, which is show to the public. It requires the integration of idea systemically.

According to Brown (2001:336) writing also claimed that writing is a thinking process. Furthermore, he states that writing can be plan and give with an unlimited number of revision before its release. From the statement, Writing is a productive process done complete some steps. Firstly, exploring and communicating ideas, thought and feeling into write form. Secondly, showing a number of revising process to carry out a grammatically and orderly texts. From the statement, Writing is a productive process done complete some steps. Firstly,

exploring and communicating ideas, thought and feeling into write form. Secondly, showing a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts, which should be meaningful to everyone who read the writing.

2.2 The Process of Writing

Writing cannot be produce rapidly it needs process that is the stages a writer goes through in order to produce to something in final writing from. This process may of course, be affecting by content (subject matter) of the writing, the type of writing (shopping, list, letter, essays, reports, or novels) and the medium it is writing (pen and paper, computer word file, live chat, etc).

Richard & Renandya (2002: 303) states that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write.

2.2.1 Planning

The first steps in writing process in planning what kind of theme or topic of the writing. First the writers need to select a theme and then narrow the them to a topic. At the sometime, the writers think about the purpose of why they choose that the topic, who the readers will be and what the writers will do to gather information.

2.2.2 Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning

you do, the process of putting your ideas in words changes them, often the very words you select evoke additional ideas or implications. Do not pay attention to such things as spelling at this stage.

2.2.3 Planning

Planning is any activity in the classroom that helps students to generate ideas and encourages students to write. Brainstorming, clustering, free writing and wh Questions are several variety activities in prewriting stage provide the learning experiences for students.

2.2.4 Revising

Editing mean rewriting, the writing building upon what has already been done, in order to make it stronger. In this stage the writers recheck, rethink, and refine the content of their writing to see what works what might need developing, changing or deleting in order the content can be deliver more effectively readers.

2.2.5 Editing

The last stage in the writing process is editing. At this stage the writers check their writing for mistakes in grammar, punctuation, capitalization, and spelling, in editing stage the students engage in tidying up their writing as they prepare the final draft or being evaluated by the teacher. They edit their own writing or their peer's for grammar, spelling, punctuation, diction and sentence structure.

For explanation above, it means that the writer must know how to write well and how to writing process in order that the reader can understand about our writer Based on the theory above, the writer assumes writing cannot be produced

spontaneously, it need process, the writing is a skill that needs process to develop, it need much amount of practice to master.

2.3 Teaching Writing

According to Brown (2007:8), teaching may be defined as showing or helping someone to learn, How to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand. He also add teaching is guiding and facilitating, learning, enabling the liner to learn, and setting the conditions for learning.

Teaching writing skill is one of language skills, which are taught to students. Writing skill decide the students' communicative competence in English. According to BSNP (2006), communicative competences are having discourse abilities they are comprehend oral and written texts and producing oral and written texts.

Those abilities are carried out into four language skills, listening, speaking, reading and writing. The teaching of writing skill has some objectives and indicators. It is state in BSNP 2006 that the teaching and learning of writing skill in Junior High School is target to achieve a functional level. On the functional level, students are able to communicate adequately both in the spoken and written form to complete daily activities. Moreover, students are able to create some monologue short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report.

The other target on the functional level is students can develop their linguistic competence (using grammar and vocabularies). A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts. Rivers (1981: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: Words, sentence, grammar, and how to transfer those segments into write forms. Objectives of the teaching of writing skill can be achieve through some approaches.

According to Harmer (2001: 25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He stated that the focus on the writing process gave direction to those who advocated a written process approach. However, teachers must pay attention to several steps of each writing process. Writing, including a process approach, can be apply to get study objectives in writing skills; they enable students to understand the material and help them express their ideas grammatically and in an orderly manner in English. In addition, Nunan (1989: 36) says that the process approach in writing looks at composition action from a different perspective, or focuses more on itself. He also stated that the process approach focused on steps that involved the compilation and rearrangement of a work. In other words, in this process approach, what matters is not only in the product, but also in the writing process. Therefore, the process approach can

develop through the practice of writing routinely with effective activities that are also better inputs for improving students' writing skills.

2.3 Problem in Writing

The students very lazy and bored if they get task to written because they difficulty to construct the text, they trouble in writing because many reason they are poor vocabulary, awkward phrasing and unconventional grammar, inappropriate use of colloquial language, difficulty with sentence structure and word order, trouble reading back what is written, difficulty with word sounds, many misspelled words frequent capitalization, punctuation, and grammar error. To solve the problem the teachers who teach English should be creative and they should choose the suitable Technique in teaching. The Technique make students become actively involved and have high motivation in learning how to write effectively.

2.4 Narrative text

Hyland (2004:6) states that the text is an self-directed object that can be analyze and describe independently of particular context, writer or reader. Text is a semantic unit that is realize in the form of word, clause, and sentence. It is not only a group of words or sentences. Text has structure. It is orderly arrangement of words, clauses, and sentences by following the principles which guides the correct of element

There are two main categories of text namely literary and factual. Literary texts are text which be constructed to appeal the emotion and imagination. For example: stories, movies, scripts, folktales, novels, and lyrics of song. There are

three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and discussion.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text to amuse or entertain the reader with a story. Generic structures of narrative text they are :

a) Orientation

Where and when the story happened and introduces the participant of the story, who and what is involved in the story. It consists of who was involved, what happened, where the event took place, and when it happened.

b) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

c) Resolution

The problems is resolved, iether in a happy ending or in sad (tragic) ending.

The example of narrative text:

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. **(Orientation)**

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step . He never quit no matter how hot or tired he got. He just kept going. **(Complication)**

He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him. **(Resolution)**

<http://britishcourse.com/narrative-text-definition-purposes-generic-structures-language-features.php>

2.5 Dictogloss Technique

The teacher can use many Techniques in teaching writing. Dictogloss is one of Techniques that can be use in language teaching and learning process. The term "Dictogloss" is firstly introduce by Ruth Wajnryb in 1990 through her book "Grammar Dictation" to help students have better understanding of using grammar.

With this Technique students are trained to listen, understand, and respond to the information they are listening and then can write the own ideas. Based on the description above it can be seen that in the Dictogloss Technique there are two Techniques that are used as an effort to understand an oral discourse, namely dictation and keyword identification techniques. Dictation Techniques are use when discourse is play to students at normal speed; while keyword

identification techniques are used when students are asked to write down key words or content words. Although dictation in this traditional form is used to help the students learning a language.

There are several variations on dictogloss according to Jacobs and Small (2003: 9) :

a. Dictogloss Negotiation

In dictogloss negotiation, the teacher reads the text twice. The teacher stops after each sentence or two, or paragraph. During this pause, students discuss what they think they heard. The section can be one sentence long depending on the difficulty of the text and the students' proficiency level.

b. Student Controlled Dictation

In student-controlled dictation, the teacher has a role as a tape recorder. In other words, students can ask the teacher to stop, go back, rewind, fast forward, and skip ahead. The class might want to have a rule that each student can only say "please stop" one time to give an opportunity to all students. Student-controlled dictation can be a fun variation, because students enjoy explicitly controlling the teacher.

c. Student- Students Dictation

In this dictation type, students take turns to read to each other. Student-student dictation works best after students have become familiar with the standard dictogloss procedure. This dictogloss variation involves key elements of cooperative learning in particular equal participation from all group

members, individual responsibility and positive interdependence as group members explore meaning and correctness together.

d. Dictogloss Summaries

In dictogloss summaries, students focus only on the key ideas of the original text. The teacher can provide visual cues (sketch, flow chart, photo and mind mapping) that represent some elements of the story.

2.6 Previous Study

The researcher conduct this research based on previous study from some other researcher. The researcher use dictogloss technique in writing skill and the first study use dictogloss technique. The title " *The Effectiveness of using dictogloss technique in teaching writing at SMP Al Huda*" conducted by Ogie (2012). The previous researcher use dictogloss technique on writing skill with 60 participant from SMP Al Huda. 30 Participants as experimental group the other 30 participants as the control group and used pre-test and post-test instrument. The reseacher use ANCOVA for analyze the data and also confirmed that dictogloss technique is effective in writing skill.

The other research also find another result in teaching writing by dictogloss technique. Asthia (2018) who also conducted research using dictogloss to improve writing ability in announcement text. Based on the result of the research, the researcher concludes that the use of dictogloss is more effective to teaching writing.