

CHAPTER II

REVIEW OF RELATED THEORIES

The aim of this chapter is giving description theories that is going to be the basically for this research. This part concentrated on the general of writing, recount text, Dictogloss technique and review of previous studies

A. Writing

1. Definition of Writing

There are several definitions about writing. Retnowaty (2011) defines that writing is one of notable ability as a means of communication. It means writing has big role in our daily activity especially in communication to each other. Nurhayati et al (2016) stated that communication is impossible without shared knowledge and assumptions between speakers and hearers. According to Ann Rimes as cited in Astuti (2017) who stated in learning writing that someone be obtained to convey their sense or idea in a good text. From the definition above, writing activity gives the chance for the writer to improve their idea, what they feel and think that the reader will be able to find out what the writer means. Besides, through writing the communication would be more understandable because the writer can share what they feel and think through a written language. Moreover, writing is one or other valuable skills which the language learners have to acquire about it (Ratnaningsih, 2016). Based on the statement above, writing is as productive skills which need more elements of skills such as using appropriate word and correct spelling which is different from speaking.

Meyers as cited in Latifah (2017) who stated writing is an activity of finding out and arranging a thought, assigning them on the paper, and re-creating. It means, through writing the writers can develop the idea which they have. They are free to write what they want based on what they think and feel. According to Oshima and Hogue (2007:15) writing is the actions that involved few processes as considering, reading, checking and reviewing. It needed more steps action in writing because when the writers want to write, they have to think about what they say and how to say it. Another definition stated by Flynn (2006:1), writing is type of someone explanation process. However, writing is not easy and it needs some point must be mastered when the writer writes something. The writers have to arrange their ideas and make the readers understand with what they deliver, Nurhayati (2014). It needs some steps in processing idea to produce writing product. Through the some process in writing, the content of writing which produced by the writer will make the reader understand what thought or intended is.

Based on explanation of writing above, it could be summed up that writing is a step to deliver to other through a written. In writing, the writer can share what they feel and think in order that the reader know what the writer aim.

2. Process of Writing

When the writers construct a written text, the writer requires some ways. By attending the way, the writers know and understand what they should take on first. Alice and Hogue (2007:15) have distributed the process of writing to several

processes, such as planning (prewriting), organizing, writing draft, and polishing the draft by revising and editing. In addition, Richard and Renandya (2002:315) have distributed the process of writing such as, planning, drafting, revising, and editing stages.

Based on the statement above, process of writing which mentioned by Alice and Hogue is not much different with Richard and Renandra's statement. Both of them have different name of process writing in every stage but it refers to the same meaning in the writing process. The explanation of process of writing According to Richard and Renandra (2002:315) as follows:

a. Planning (Prewriting)

Prewriting is a step to obtain an idea. The writers have to write the topic on the paper and note the words or phrases that come into the mind. First step is designing the topic and gather an ideas to describe it. The writer needs to select a theme or topic. Concurrently, the writers consider about the reason of they select a certain topic.

b. Drafting

After obtaining various concepts in the planning process, the first experiment in writing is drafting. The writers concentrated on the smoothness in creating writing. From this representation, it could be mentioned that the writers change the idea and information without restraint. The writers create a text without anxious about the grammatical error, punctuation, spelling, and the capitalization. The writer's purpose

is to express an idea evidently and increase the value of writing sufficiently of materials and supporting detail.

c. Revising

Revising is the steps of writing which the writers rewrite the writing product. The writers re-correct, reconsider, and refine to create the content of writing become clearer. Furthermore, revising is also to develop the strength and decrease the weakness on the writing product. It means to convey more useful content of writing to the readers

d. Editing

In this stage, the last process is editing. After passing the previous steps, the writers can rewrite the text by erasing and transforming the writing errors. In editing step, the students take part in fixing their writing product. They rewrite their own writing by giving attention for grammar, spelling, punctuation, and diction and sentence structure. This step is necessary to do before the students obtain a final draft of writing.

In addition, Whitaker (2009: 4) stated that process of writing divided into nine steps, they are choosing a topic, thinking (brainstorm), doing research, discovering thesis statement, planning (outline), and writing, revising, editing and proofreading.

- a. The first is choosing a topic. In this step, the learners need to consider about the topic that related to the course which interesting to be a topic. If the writers don't find something interesting then, the learners look

through the textbook or others. So, the learners need to narrow their ideas from subject to topic by observing the smaller part or selecting a specific problem, time and place.

- b. The second step is thinking (brainstorming). This step, the learners write down all the information, opinion about the topic that the learners choose. The brainstorming will help the learners to find out about the topic.
- c. Doing research in the writing process, it means the learners must learn more about the topic. In this step to make research more effective, the learners can apply this step, such as: designing the research before beginning, managing and attending a research schedule and immediately record the source information.
- d. The fourth step is thesis statement. It is the most importance step in writing because everything the learners write will support this statement. Next, planning (outline) is to organize the idea. In the writing draft, the learners have to prepare a purpose, a purpose, enough research and plan.
- e. The next step is revising. This step is notable thing of writing process. Before revising, the learners need to know what to fix by getting feedback, showing the paper requirements or grading the criteria, outlining, reading the paper for focus, reading each body paragraph, and re-read the paper as an audience.
- f. After revising the paper. The learners can edit and check it carefully. It can be focused on grammar, punctuation and spelling.

g. Proofreading means to check for the mistakes because without doing it, it can be full of careless errors which show to reader that the writers were lazy, rushed and uncaring to fix the paper. Then, notice that the final draft is more interesting and the sentences are clear and details for avoiding an errors in writing. In addition, proofreading aimed to make the reader was easy in understanding the content of text without an error.

Based on explanation above, it can be summed up process of writing is method to produce a quality product of writing. Before getting a good product of writing, the writers have to pass some steps. It must be finished by writer to create product writing, the writers plan and design a suitable or interesting topic with a purpose of choosing the topic. After getting the topic, the researcher transform their idea in the paper without scared about the grammatical or punctuation. So, the writers check the final draft by regarding writing errors. Editing and laying out the complete of final draft is the last step.

3. The Purposes of Writing

In writing, the writers have a different purpose when they produce the final draft in writing. According to Grenville (2002: 1-2), the purpose of writing divided to some purposes as follows:

a. To entertain

The content of writing does not need the readers to smile or laugh, but it can make them feel happy and entertained when reading the content. The examples of imaginative writing are novels, stories, poem, etc.

b. To inform

The writing shows to the reader about writer's idea, feeling and thought. It has a function to inform some events or things to the readers. Newspaper, articles instruction or procedures are the examples of writing to inform.

c. To persuade

Writing is persuasive. It means when we write something that will make the readers take an action, do something or change belief as we suggested in our writing. It means, the writer aimed to make the reader will be convinced for about something. The examples of writing to persuade is advertisement. An advertisement is usually for purchasing product or service. The writers try to make the readers believe that their product make them will be satisfied.

In addition, according to Stone as cited in Ma'mun (2018) purpose is important thing when the writers want to create a text or product writing. A great writer has to understand what the readers want. By attending the purpose of writing, it can be used to distinguish the kind of the text and language use which used by writers to inform the information based on the purpose of writing.

Based on statement above, it can be summed up when the writers want to create something they have to consider the reason to write it. The writers have to notice what various purpose of writing will they used. However, the different purpose of writing influences the language use and the information that could be informed to the reader.

4. Teaching Writing

Retnowaty (2011) stated that writing is necessary for us; it becomes inconvenient subject especially for most of students. Therefore, the teacher should realize the suitable ways that could be practiced in teaching writing so that the students are handily create a good writing. Feasible performance can support the teacher to deliver material in teaching writing so that the students more easily to understand how to make a good sentence. Brown (2001: 343) stated there are five types of writing class performance, it explained as follows:

a. Imitative (writing down)

The first writing class performance is imitative. In this stage, the learners must obtain ability in the basics tasks of English letters, words, and possibly sentences when they want to produce written language. In this type, the learners make efforts to overcome of mechanics of writing. Sometimes, the teacher can do some dictation for students.

b. Intensive (controlled)

Intensive writing includes skills that produce a suitable vocabulary, collocations, idioms and correct grammatical features. In this type, the learners cannot show their creativity in writing because they have to emphasize on concepts and grammatical in writing. In this stage, context and meaning are importance in determining correctness and appropriates.

c. Self-writing

Self-writing is well-known as free writing or creative writing. It is to develop creativity and establish writing habit. In many case, self-writing can support the students to extend the skill to develop an idea. Note-taking included to category in classroom where the students take notes during class. Diary or journal writing is example of this type.

d. Display writing

Display writing is needed in writing class performance. Short answer exercise, essay examinations, and even research report will include an element of display. In this type, the students was learned how to make an essay in examination, classroom assignment and research report.

e. Real writing

In this type, element of display writing will be hold by every classroom writing. Writing purposed to produce the genuine communication of message because the audiences require of those message. For the example: essay, a thesis.

Based on statement above, it can be summed up that in writing there are kinds of writing class performance. Every type has different characteristics. The kinds of writing activity could be used in teaching writing based on student's level.

B. Recount Text

1. Definition of Recount Text

Recount text is considered as an interesting text (Meylina, 2016). According to Rahayu (2016), recount text also known as interest text because the content of recount can entertain or inform the reader when they read. In addition, According to Wood and Stubbs as cited in Utami (2017), recount is a text that re-inform about what happened or some events in the past or someone's experiences and achievements from the .past. Muflikhati (2013), recount text is as common text because it can find in the daily life or activity.

Based on statement above, recount text is interesting text that the readers can feel entertained when they read about the text. Recount text tells about the events that happens or experiences.

2. Kind of Recount Text

According to Wood and Stubbs as cited in Utami (2017), there are five types of recount text, it explained as follows:

a. Factual recount

A factual recount is focused on creating details of incidents or certain events that occurred. For the example: historical recount, news report.

b. Personal recount

Personal recount is focused on the writer's impression. It tells about the write's activity in daily life. The examples of recount text are letters, diary, and postcards.

c. Imaginative or literary recount

Imaginative recount is a text that tells about the event in imaginative story as they are tangible which purpose to entertain the reader. For the example is *The First Day Activities of The Princess*.

d. Procedural recount

Procedural recount writes about the method to complement a procedure. In this type, the text supplies the use of technical term. Moreover, this type writes the steps in writers' experiment. This text aimed to inform the readers or listeners.

e. Biographical recount

A biographical recount writes about the story of life which happened to someone in the past using a third person and first person. For the example: someone's achievement.

In addition, according to Anderson and Anderson as cited in Utami (2017) there are several varieties of recount text such as, newspaper reports, letters, conversations, television interviews.

Based on statement above, there are kinds of recount text. Every type has different characteristic. From the various kinds of recount text, it can be known what kind of the text included.

3. Generic Structure of Recount Text

According to Anderson and Anderson as cited in Muflikhati (2013) stated the structure of recount text involved of orientation, event and re-orientation.

a. Orientation

The orientation tells about the introduction of the text. It provides the background information which necessary to be informed in order that the readers understand about the text. Time, setting, participants includes in this part. In addition, the writes can add the information by including where and when the event happened, who is the participant to support in understanding the readers.

b. Event

In this part of the recount text the writers focused on supporting details such as, what, where, when, and who. Actually, the recount text tells about the event that occurred to someone in the past.

c. Re-orientation

This stage aimed to complete the part of events which happened. Re-orientation shows some information in the orientation paragraph. In this part, it contained about the personal comment which happened in the end.

Based on statement above, the structure of recount text divided into three parts. The orientation included to introduction and background information of the story. Meanwhile, the event retells about what happened and focus on supplying details. The last, re-orientation refers back to some information in the orientation paragraph.

C. Dictogloss Technique

1. Definitions of Dictogloss Technique

Vasiljevic (2010: 41) defines that Dictogloss is an activity where the teacher dictates the text while the students hear to the text, note the keyword, and they do in groups to construct a text. Wibowo (2017) stated Dictogloss is an activity that students take down the keyword and then attempt to reconstruct their passage from the general understanding of the text and their own notes. According to Anderson and Anderson as cited in Ratnaningsih (2016) states that the word 'dictogloss' is coming from the word of dictation and glossary. Dictogloss is an activity which the teacher read the text loudly while the audiences recite what the speaker said. Other definition, Jacob and Small (2003:1) defines that Dictogloss is a combining the method in learning language which the students do together in groups to recreate the text based on their version.

Based on statement above, it could be summed up that Dictogloss is a method in teaching learning in which the students hear to the text and note the key words. Then, they reconstruct their passage by a group and write down the sentences with their own words.

2. Variations on Dictogloss Technique

There are various variations on dictogloss based on Jacob and Small definitions (2003:9). These are described in this section as follows:

a. Dictogloss Negotiation

In this section, the teacher reads the text for twice. After reading the text once, the students must listen what the teacher dictates about. In

the second section, group members discuss what they heard without write some notes when the teacher stops reading the text after in one sentence or two, or each paragraph. Section can be longer depends on the complex of the text which related to the student's skill level.

b. Student-Controlled Dictation

In the Student-Controlled Dictation, the teacher has taken a part as tape recorder. It means, the students can request the teacher to discontinue, turn back, step back and fast-forward.

c. Student-Student Dictation

In this type, the students take a part to recite the text each other. They will work correctly after they have gotten close with the Dictogloss procedure. In this stage, the students take turn to control the activity during the Dictogloss activity. Each group member explores the meaning and corrects the text together. So, in other words each group actually takes the role as teacher.

d. Dictogloss Summaries

In this type, the students focused on the keynote of the genuine text. In this variation, the teacher can prepare the clues, such as: phot, sketch, mind map that represents several part series of the story.

e. Scrambled Sentence Dictogloss

Scrambled Sentence Dictogloss is a favorite method for teaching language ability. In this type, the teacher shuffles the sentence before the students recite the text that has given to them. Then, the students rewrite

some note based on what they listen and put down into a rational order. When analyzing the student's re-creations, the class can choose that there is more than one correct instruction. This dictogloss variation focused on students' interest and how the texts finish together in a group.

f. Elaboration Dictogloss

In Elaboration Dictogloss, the students can make an elaboration not only recreate a text but also improves it. This way may be prefaced by a notice of method to elaborate, such as enhancing adjective and noun, for examples personal experience, cause and effect.

For example, piece of the text read by the teacher as:

Every Sunday, many societies recycle the rubbish became handicraft

Students can elaborate by enhancing a word or two in the text:

Every Sunday, many Tulungagung societies recycle the rubbish became handicraft

Or, a sentence or two can be added in the text:

Every Sunday, many societies recycle the rubbish became handicraft.

This activity can keep cleanness the environment and increases the creativity.

g. Dictogloss Opinion

In Dictogloss Opinion, after reconstructing the text, they present their opinion on the writer's thought. These thoughts can be included at several important points in the text or can record in the end of the text.

h. Picture Dictation

In this type, the teacher writes a description of a drawing. The great deal of detail included to the description. They compare a drawing with their mate and create one composite drawing with the partner. Then, the students match their own drawing with the genuine picture.

Based on the statement above, there are some types of variations on Dictogloss. Variations of Dictogloss could be used in teaching learning. The teacher can choose the variations of Dictogloss to create the students to be relish in following learning in the class. The variations of Dictogloss have the characteristic in every type.

3. Procedure of Dictogloss Technique

According to Wajnryb (1990: 7-9), there are some procedures of Dictogloss. Those are: preparation, dictation, reconstruction, analysis and correction. The procedure of Dictogloss explained as follow:

a. Preparation

In this step, the teacher organizes the students for giving the material. The students also provide some difficult words that they do not understand the meaning and difficult to identify. In this part, the teacher explains and tells about Dictogloss and what the students should perform. The teachers have to recognize well in understanding's students about Dictogloss.

b. Dictation

In this part, the students should hear the text twice when the teacher read it. After reading, the teacher dictates the text with ordinary speed. First, they only listen what the teacher read about without writing some notes. Next, the teacher recites the text for the second time. At the same time, the students are permitted to write vocabularies or difficult words based on what they noticed. The students make sure about their notes that can help them in reconstructing the text in the next stage.

c. Reconstruction

Next step is reconstruction. The students should get together in group after completing the dictation step. Every group has to talk about some notes that they obtain while in dictation activity. In this step, the students are drilled to extend the teamwork. In the group, the students have to recreate their note to be a feasible text based on the students' creation. Then, every member group has to correct about the punctuation, grammar or other factor which necessary in writing skills.

d. Correction and analysis

The last step in the procedure of Dictogloss Technique is correction and analysis. This step, the teacher and students check and analyze the writing product each group. One of the group members write down their writing product on the whiteboard while the teacher analyzes and gives a feedback. In addition, the teacher can push the students to be spirit and active in discussing and analyzing the writing product.

Based on statement above, Dictogloss helps the students in learning writing. Starting with the teachers narrate the text twice with the medium speed. The students have to hear what the teacher read. The first dictation, they have to listen and observe to the text. The second dictation, the students have to write out the notes based on what they heard. After that, the students try to write down what they heard in group. They reconstruct the sentence together in order to become a good text. The last, the teacher demands from the each of group to present the result of group work

4. Advantages of Dictogloss

Dictogloss is as one or other method that can be applied in teaching learning a language which bring several benefit when it is performed. According to Vasiljevic (2010:45-46), there are several benefits of Dictogloss. Those are:

- a. Dictogloss technique is an effective method to combine personal and group activities because they have to reconstruct the text based on their own word or idea that students have.
- b. Dictogloss technique is a simple way than the traditional method in developing of the learners' communicative competence.
- c. Dictogloss helps each other to recreate the text because they have to work in a group when reconstructing the text.

From the statement above, Dictogloss is an effective way which can be applied in teaching learning. Dictogloss gives the chance for the students to study as personal or group by creating and developing their own idea when reconstructing the text.

D. Review of Previous Studies

There are several coincident studies which organized by other researchers expected can support this research. First, this study was supported by Latif (2016). The difference of the previous study with this study is about research design. She used quasi-experimental design with two group pre-test and post-test design. From the result above, it proved that the use of Dictogloss technique is suitable method to increase the students' vocabulary. Hence, the researcher recommended applying this technique in teaching vocabulary to establish the students more interesting in learning English language. The second research conducted by Dian et al. (2018) who examined experimental study. The design used a simple factory design 2x2 with post-test. The researcher took two classes. In this research, first class as experimental group was instructed by using Dictogloss technique while other class as control group was instructed by using Direct Instruction. There was study organized by using quasi experimental design (Dista, 2017). Two classes were used as the sample: one class as experimental group was instructed using Dictogloss, while other class as control group was instructed by a standard technique. The data collection method of this research used tests and a questionnaire, and analyzed using SPSS. There was study conducted by Praditya et al. (2015) who examined a class action research. The research implementations show that: (1) There is a progress in the students writing skill after Dictogloss Technique was performed in the teaching learning process, and 2) The students show better performance in writing ability. Dictogloss Technique is a comfortable method to develop the students' writing skill. It could be proved that some

students show improvements because their grammar gets better and the students showed better cooperation and good teamwork with their friends. Meanwhile, pre experimental research design was used to organize the research. Besides, this study aimed to discover the significant differences of students' writing skill in recount text before and after the students is taught through Dictogloss Technique.

The subject of this study of previous study was different. Latif (2016) was conducted the research at the second grade students of SMPN 20 Bulukumba, Dian's research was conducted the research at the eleventh grades students of Islamic School in Surakarta. The study was organized at the second grade of SMPN 1 Lhokseumawe (Dista, 2017). Other, the study was organized at eight grade of SMPN 7 Surakarta (Praditya et. al, 2015). Then, this study conducted at tenth grade of MA Darul Hikmah Tawang Sari Kedungwaru. It shows the gaps between the previous study and this research.

The kinds of the text that used by Latif (2016) and Dian et al. (2018) were not evident. Nasrah used vocabulary to develop the students' vocabulary while, Dian used writing skill to develop the students' writing. Both of them didn't mention the specific text which used in their research. Praditya and Dista's research also did not mention the specific text. Praditya's study used writing skill to improve student's writing ability. Then, Dista's study used listening comprehension to improve student's listening ability. This study was mentioned the specific text. Recount text used to increase the student's writing skill through dictogloss method.

Based on the problem above, the researcher should be creative to select the appropriate method in writing. Many techniques could be adopted in teaching learning in writing. One or other techniques is “Dictogloss Technique”. Ratnaningsih (2016) stated that Dictogloss Technique is one or other teaching methods that can be applied to teach writing because it has some steps that support the students to develop the writing ability. The reconstruction stage of Dictogloss simplifies the students to recreate the text by using their own language or their idea. This activity was good to increase their ability in writing because the students could arrange the sentence by their own language. They tried to increase the idea which they had. Besides, the students had to build up teamwork with their friend in arranging sentences. They could learn how to build up a good teamwork with friends to produce a good text. Therefore, the researcher determined to practice this technique by the reason of the researcher was curious to establish whether this method was effective or not to promote the students’ writing skill in the recount text. Moreover, Dictogloss technique in this research combines recount text to increase student’s writing ability. By combining the recount text and dictogloss technique, it would be interesting. The students could be easier to arrange the sentence based on their activity or experience.