

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Writing**

Writing is a way of thinking and learning it gives a unique opportunity to explore ideas and acquire information. Writing is one of four skills of English that have to be mastered by the English learners. They are several ideas about definition of writing in general. Nurgiyantoro (2001) defined a writing activity is the latest skills mastered by students after listening, speaking and reading skills.

Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader.

Based on the description mention previously, writing is a means of communication where a written form is used to express the writer's purpose. In other words, a writer can express his feelings, ideas, emotions, and thought through writing for a spesific purpose.

#### **1. The Purpose of Writing**

The purposes of writing have to do with goal or aims of writing. There are so many students who never care of the purposes of writing. By genre, it is supposed that the students have already known the purposes of their writing that is to certain the reader. Therefore, they have to be aware of this purposes of writing is to fulfill the assignment of class, but the concept of

writing purposes means more, one of them is what the writing seeks to achieve.

Tarigan (1994: 24) cited in Hartig explains the purposes of writing as follows:

a. Assignment purpose

Actually this assignment purpose has not purpose at all. The writer write something because she/he is ordered, it is not according the writer herself. (e.g the students who is ordered to summarize the book, the secretary who is ordered to make report and notulen meeting).

b. Altruistic purpose

The writer's purpose to entertain the readers to remove the readers sadness, to make the reader's life easier and enjoy with the writer's work.

c. Persuasive purpose

To convince the readers about the true opinion presented.

d. Informational purpose

To give information or providing information to the readers.

e. Self-expressive purpose

To introduce or explain the writer herself to the readers.

f. Creative purpose

The writing has to achieve artistic value, value of art.

g. Problem-solving purpose

In this writing, the writer want to solve the problem faced.

In short, every writing has purpose, the meaning of purpose in writing is the repond or answer hoped by the writer from the readers. This clearance depends on the thought, organization, diction and sentence structure used. Make a good concept of one the purpose their writing will be understand easily to the reader.

## 2. Writing Competence

Writing competence is the ability to write well. At the sentences level, these include control of content format, sentences, structures, vocabulary, pronunciation, spelling and letter information into cohesive and coherent paragraph and text. The following analysis attempt to group the many and varied skills necessary for good writing.

According Heaton (1975: 138) explain for writing good prose into four main areas:

- a. Language use : the ability to write correct and appropriate sentences
- b. Mechanical skills : the ability to use those conventions peculiar to the written language – e.g punctuation, spelling.
- c. Treatment of content : the ability to think creatively and develop thoughts excluding all irrelevant information
- d. Stylistic skill : the ability to manipulate sentence and use language effectively.

- e. Judgement skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and relevant information.

In this critique of writing process, Rodrigues quoted in Nunan (1985: 26-27) claims that:

The unfettered writing process approach has been just as artificial as the traditional high school research paper, writing without structure accomplishes as a little as writing a mock structure...[student] need structure. They need model to practice, they need to improve even mechanical skills and they still need time to think through their ideas, to revise them and to write for real audience and real purposes.

From the mentioned previously that the process of good writing needs a long time. To develop our writing skills, we are encouraged to construct structure and mechanical.

### **3. The Evaluation of Writing**

In order to know the development of students' achievement on writing, the students' writing result should be measured. In this case, an intended written work is composition. Hughes (1989: 86-87) described the composition test can be scored by using two method scoring, they are:

#### **a. The Holistic Method Scoring**

Holistic method scoring (often referred to as 'impressionistic' scoring) involves the assignment of a single score to a piece of writing on

the basis of an overall impression of it. Holistic method scoring is a procedure for evaluating essay as complete units rather than as a collection of constituent elements. The writing essay from each grade level are scored holistically. Holistic scoring goes beyond mechanical correctness to focus on the overall effect of the writing. It measured the effectiveness of the communication. Holistic scoring gives student a single, overall assesment score for the paper as a whole. Although he scoring rubric for holistic scoring will lay out spesific criteria just as the rubric for analytic scoring does readers do not assign a score for each criterion in holistic scoring.

#### b. The Analytic Method Scoring

Methods of scoring which require a separate score for each of a number of aspects of a task are said to be analytic. This Analytic Method is individual scores for each dimension are scored reported. This method depends on a marking scheme, which has been carefully drown up by the examiner or body of examiners. It consist of an attempt to separate the various feature of a composition for scoring purposes, such as a procedure is ideally suited to the classroom situation, because certain features have been graded separately.

On the other hand, Nurgiyantoro (1997) introduced his technique in evaluating composition that covers five general categories, they are:

<b>Writing Components</b>	<b>Score</b>	<b>Criteria</b>	
<b>Content</b>	27 – 30	Very good – perfect	Full of information, substantive; make a clear thesis development, relevant with the problem
	22 – 26	Fair – good	Enough information, enough substantive, limited in thesis development, relevant with the problem but not in complete explanation
	17 – 21	Bad – fair	Limited information, less in content, the development of thesis is not enough, the problem is not enough
	13 – 16	Very bad – bad	Did not relevant information, without any substance, without thesis development, and without problem
<b>Organization</b>	18 – 20	Very good – perfect	Fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive
	14 – 17	Fair – good	Less in expressing, less in organizing the main idea, limited sources, logic sequence but incomplete
	10 – 13	Bad – fair	Did not fluent in expressing, bad in organizing ideas; piece by piece, the sequence and development is illogic
	7 – 9	Very bad – bad	Did not communicative, very bad organization
<b>Vocabulary</b>	18 – 20	Very good – perfect	Expert in the using of vocabulary, choose the correct word as its function, and master in forming word
	14 – 17	Fair – good	Advance in the using of vocabulary and the choosing of word and phrase sometimes incorrect, but didn't disturb the whole meaning
	10 – 13	Bad – fair	Limited in the using of word, often choose incorrect words, and it can disturb the meaning of the sentence
	7 – 9	Very bad – bad	Use the word perfunctorily, and the knowledge about vocabulary is low
<b>Language</b>	22 – 25	Very good – perfect	Effective complex sentence construction, only few fault in the using of grammar
	18 – 21	Fair – good	Effective simple sentence, little fault in the complex construction, and

			doing some fault but didn't disturb the meaning
	11 - 17	bad – fair	serious fault in the construction of the sentence, bias meaning and confusing
	5 - 10	very bad – bad	does not master the syntaxes' role, there are so many faults, and incommunicative
<b>Mechanic</b>	5	very good - perfect	master the role how to write and only few faults in the spelling
	4	fair – good	sometimes do some faults in spelling but it does not disturb the meaning
	3	bad – fair	often doing faults and confusing meaning
	2	very bad – bad	does not master the role how to write, so many faults in the spelling and the writing in unreadable

#### 4. The Procedure of Writing

Harmer (2004: 4-5) declares that process of writing has four main elements. Those are planning, drafting, editing and final revision.

##### 1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try to decide what is they are going to say. When planning, the writers have to think about three main issues. First writer have to consider about:

- a. The purpose of their writing since this will influence (among other things) not only the type of the text they wish to procedure, but also the language they use and the information they choose to include.
- b. The audience they are writing for, since this will influence not only the shape of writing (how it is laid out, how the paragraph

are structured, etc), but also the choice of language, for example it is formal or informal in tone.

- c. The content structure of the writing that is, how best the sequence the fact, ideas, or arguments which they have decided to include.

## 2. Drafting

We can refer to the first version of a piece of writing as a draft. In the writing process drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last.

## 3. Editing (reflecting and revising)

Once writers have produced a draft, and then they usually read what they have written to see where it works and does not. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revision.

## 4. Final revision

Once writers have edited their draft, making the changes they to be necessary, they produce their final revision. This may look considerably different from both the original plan and the first draft, because things have changed in editing processes. However, the writer is ready to send the written text to its intended audience.

## **5. The Problem in Teaching and Learning Writing**

Writing is one of communication means in which the writer uses the language to express his ideas, thoughts, and feelings. Most of the students at senior high school level, they did not have any idea when they have to write the text individually, they did not creative when they have to arrange the text maximally because they lacked of vocabulary, and they got stuck when they started in a good composition. Written language is complex at the level of clause. So, the teacher should always remember that theme, topic, vocabulary, and communicative expression must have an appropriate teaching goal. In spite of this, teacher have to faced the problem in teaching writing especially descriptive text. The teacher can not modifying the technique of teaching in order to improve student's ability in learning writing.

Dictogloss as a teaching technique provides solutions for the problem above. It gives the students ideas to write about and also it makes the students understand the material easily and trains the students in writing composition or essay moreover, dictogloss also helps the students to be more cooperative and creative in learning with other, also it gives the suitable solution for the problem faced by teacher.

### **B. Descriptive Text**

There are five text types covered in the curriculum of the tenth grade of senior high school. The text types are: (1) descriptive, (2)

procedure, (3) recount, (4) narrative, and the last (5) news item. But this research will only focus on Descriptive text.

Descriptive is one of the types of writing that is familiar with us. we usually describe something to other, such as describe about the place, thing, and also people. The composition in their form should be written or described as really as possible to make the readers understand the thing described through reading our composition.

According to Mulyasa (2003: 25) descriptive text means the text to describe what things are as they are, or what things do as they do. In other words, descriptive text is the description about things, the size, shape, behavior, etc.

From the explanation above, we can conclude that descriptive text is description about something. It can be place, person, animal, and situation.

### **1. Generic Structure of Descriptive Text**

Generic structures are the special characteristic of languages in the text. The generic structures of descriptive paragraph are as follow:

- (1) Identification: it is part of paragraph which introduces or identifies the character to be described. it can be called general description of the object. Usually it contains object's name, kind of the object, tec.

- (2) Description: it is a part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described in detail, so the readers can get clear description of the object.
- (3) Social function : to describe a particular person, place or thing.

## 2. Language Features of Descriptive Text

There is language features of descriptive paragraph:

### Simple Present Tense

Pattern:

Subject + Verb 1 + ...	Subject + Verb s/es + ...
They / we / I / You	He/she/ it

Function:

- a. To explain a habitual action or a repetent and constinously activity, examples:

The students go to school **everyday**.

She studies English **twice a week**

I go to mosque **everyday**

We celebrate our independence day **once in a year**

- b. To explain general truth, examples:

The sun **rises** in the east and sets down in the west

The earth **revolves** round the sun

The pineapple never **grows** up on a tree

- c. When it used in drama, radio document, and the equivalents, example:

When the curtain **rises**, Juliet iw writing on her desk. Suddenly the window **opens** and masked man **enters**.

Common adverbs:

1. Every morning/day/week/month/year
2. Once, twice, three times, four times,...
3. Always, usually, sometimes, often, necer, seldom.

Murphy

(1994: 4)

### 3. Example of Descriptive Text

This is example of descriptive text:

#### My Cupboard

Identificatio

→ I have a cupboard in my bedroom

D  
e  
s  
c  
r  
i  
p  
t  
i  
o  
n

My cupboard is located the next to the bookshelf. It made from jati wood. It's high approximately two meters. It has wide approximately one meter. In it, there are three layers. The first layer is for my cosmetics, the second one is for my clothes, and the last is for my skirt. Every week, I always clean it by duster.

In the text above, the general point of view of the writer can be revealed in identification, while the details of the text are enclosed in description part. Descriptive text describes something in reality, so people will see the situation in the same point of view. Descriptive usually reflects

the relation between part and whole. For example: when the trees are described, we will find the relation of part of tree and the whole, like roots, branches, leaves, etc.

#### **4. The Evaluation of Descriptive Text**

The writer will use subjective test to evaluate a descriptive text. The subjective test that will be used by the writer is an essay question. The question is about description of students's favorite artist, pet and place. The students make descriptive text by following its generic structure. Those are identification and description. They also use the language features of descriptive text such as using simple presents tense, action verbs, passive voice, noun phrase, adverbial phrase, technical terms, general and abstract noun and conjunction of time and cause effect.

The evaluation of students sheet is based on the aspects of writing ability, and the scoring is based on the writing scoring system. The students' writing score will be evaluated by the scoring system. The aspects of scoring are content, organization, vocabulary, style and mechanic (Nurgiyantoro 1997). To make it clear the writer will explain each aspects.

- a. Content : wheter the content of the text is full of information, substantive (make a clear thesis development), and relevant with the problem

- b. Organization : wheter the organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic sequence and cohesive.
- c. Vocabulary : wheter the students are expert in the using of vocabulary, choose the correct word as its function, and master in forming word.
- d. Language : wheter the students use effective complex sentence construction and make only few faults in the using of grammar.
- e. Mechanic : wheter the students master the role how to write and make only few faults in the spelling.

### C. Dictogloss

Dictogloss is different with dictation. In the standard dictation procedure, the teacher reads a passage slowly and repeatedly. Students write exactly what the teacher says. Dictation in this traditional form has been criticized as a rote learning method in which students merely make a copy of the text the teacher reads without doing any thinking, thus producing mechanical form of literacy. Wajnryb quoted in Jacob (2003: 1) is credited with developing a new way to do dictation, known as dictogloss.

Jacob (2003: 1) explain that the “dictogloss is an integrated skills technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher”. In other words, we can say that the dictogloss is an activity in which short pieces of language

are read out normal speed to students. The students take down and then attempt to reconstruct their passage from the general understanding or gist of the text in their own words requires the students to consciously focus on their knowledge of the content and the relationship between ideas and word is dependent upon small group interaction since the students do not work alone in the reconstruction, but pool their key words and understanding to complete the task

### **1. The Stages in Dictogloss Technique**

To achieve the best result in writing skill using dictogloss, it is important to follow several steps in learning process. According Nunan (1991: 28), there are four stages in the dictogloss technique:

#### **a. Preparation**

In this stages, the teacher prepare students for the text they will be hearing by asking questions and discussing a vocabulary, by ensuring that students what they are supposed to do and by ensuring that the students to be in the appropriate groups.

#### **b. Dictation**

Learners hear the dictation twice. The first time, they listen only and get a general feeling for the the text. The second they take down notes, being encouraged to listen for content words which will assist them in reconstructing the text. For reasons of consistency, it is preferable that students listen to a cassette recording rather than teacher read the text.

c. Reconstruction

At the conclusion, learner pool notes and procedure their version of the text. During this stage it is important that the teacher does not provide any language input.

d. Analysis and Correction

There are various ways of dealing with this stage. The small group version can be reproduced on the board or overhead projector, the text can be photocopied and distributed, or the students can compare their version with the original, sentence by sentence.

As can be seen, this stage involves all four skill: first, students listen when the teacher reads or play a text on tape recorder; second, they speak in the process of reconstructing in group; third, they read their notes and the last, they jot down and write the reconstruction from their notes.

## 2. The Purpose of Dictogloss

The purpose of dictogloss are:

- a. To introduce key words and target lexical items at the beginning of a work sequence or task.
- b. To encourage learners to focus on meaning when listening to spoken text.
- c. To develop effective first time listening and to provide relevant listening practice.
- d. To develop proof reading and editing skills and strategies.

- e. To provide an authentic opportunity for cooperative learning.
- f. To assist weaker learners and learners who require significant support with reading and writing activities.

### **3. The Advantage and Disadvantage of Dictogloss**

According to Del Pilar Garcia Mayo's study (2002 :161) she was hypothesized that learners in the dictogloss task would be more concerned with producing a coherent paragraph than with paying attention to particular form-related issues.

Dealing with writing activities in dictogloss technique, which students are required to take notes or keyword during dictation, arrange students' ideas grammatically in the reconstruction, avoid or clarify grammatical and lexical pitfalls, improving writing style, do revising and editing, are believed to encouraged the students in improving their writing skill. Consider a case of this, there are some advantages of dictogloss technique are:

- a. dictogloss is an effective way that combines individual and group activities.
- b. the reconstruction stage in dictogloss helps students try out their hypotheses and subsequently to identify their strengths and weakness.
- c. dictogloss enables students to develop their thinking skill.

- d. dictogloss direct students to focus on form and meaning in terms of writing activity.

In spite of this dictogloss technique has several disadvantages are:

- a. group arguing is also one of negative effects of dictogloss due to the group sometimes spending their time for arguing not studying.
- b. It can not be argued that teacher will get difficulties to assess individual learning when the students learn in group.
- c. uncontrolled class will happen because group can be noisy and difficult to be controlled, especially for the class that has a large number of students.

#### **D. Basic Assumption**

Based on the explanation in the previous section that the dictogloss is believed to be an appropriate technique to enhance students' writing ability. It can help students to have writing habit which is so important for their education which is delivered in fun and enjoyable way. By using dictogloss, it can help the students comprehend writing ability, because dictogloss is a classroom dictation activity where learners are required to reconstruct a short text that they were heard by using some keywords or notes, which is used as a base for reconstruction, it make the students will be easier to write in English whether in a short sentence or even a long one, the students will be much easier to follow and to develop their writing

habit. Moreover, dictogloss is a group activity which is also helps the students to be more cooperative and creative in learning with other.

### **E. Hypothesis**

Based on the explanation in the previous section, it is hypothesized that teaching descriptive writing using dictogloss is effective.

