

CHAPTER II

DESCRIPTIVE TEXT WRITING BY USING RUNNING DICTATION

A. The Nature of Writing

1. Definition of Writing

Writing is one of competences that students are supposed to master. And also writing is one of the aspects of writing skill that becomes to student's life especially in school. According to Bowker (2007:2), "writing is a skill is required in many contexts throughout life." Many theories describe the concept of writing skill. Olson (2009:15) stated that "writing is nothing more than thought on paper considered, organized thought but also expressed your ideas in clear, grammatically correct ways". In this case, through a text the writer communicates his/her ideas in the form of written text from which the reader would try to catch the core of the ideas and their meaning. In addition, Ontario (2005: 13) stated that writing is a powerful instrument for students to use to express their thoughts, feelings, and judgements about what they have read, seen, or experienced.

From the ideas previously, the researcher conclude that writing is not only an activity to express our ideas in written form or a media of communication, but also writing is one of difficult skills that the students should be mastered by language learner. There are many factors influencing writing to be a good one such as content,

organization, vocabularies, language use and mechanics knowledge which must be integrated to be a paragraph. It needed a hard work because in writing we had to produce words, phrase, sentences, and paragraph at the same time.

2. The Importance of Writing

Writing is one of fundamental aspects in our daily life, especially for the students. Generally writing is activity to expressing the idea, feeling, or opinion into the text. Communicate by the text form can improve people's ability, because students will write the text also statement and that is some of the creativity in public. Graham and Perrin (2007 :9) stated that "most of context our life related with writing skill". It means that writing skill is a very important skill that have to learn including in the school, the community and also the workplace.

For student, writing process based on Ontario (2005:20) there are five stages in writing process ; planning, drafting, revising, editing, and publishing". The writing process will be learnt by student in the school. That the reason why writing skill should be exist for the students. Also in the workplace and community, writing skill has the benefits when the student will apply for job vacancy in application letters and proposals. That ideas also supported by Nation (2009:113) "Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can

make it possible for words that have been used receptively to come into productive use. For example, in English for academic purposes program, learners can be involved in keeping issue logs which are a kind of project work."

From the explanation above, the researcher can conclude that the importance of writing skill is needed because there are so many advantages of writing skill in our daily life such as academic purposes program, community and work place. Writing is more than a media for communication that could bring the information for the reader. And from writing, the students could get the money then, for example as journalist and novelist. It could be seen from the novelist deliver the ideas into a novel. For example Harry Potter novel that written by J.K Rowling. That novel has a great fantasy ideas. By writing, beside we could get and give knowledge, also we were giving the information to the readers in the world.

3. Writing Process

To make good sentences, the student had to know about writing process. Writing process is very important because with the process itself, the student would be understand carefully about writing. As assumed by Ontario (2005:10) "writing process is the means by which the students learn how to approach and carry out writing task". Based on Ontario(2005: 20-22) There are five stages in writing process; planning, writing a draft, revising, editing, and publishing.

Planning is the first step for the students before they begin to write. Planning sometimes referred to as “rehearsal”, results in a plan to guide students as they write. Students generate ideas based on prior knowledge or personal experience. They may be prompted to visualize or draw their story and then tell a friend. After brainstorming with other students, they evaluate their ideas, narrow their focus, and select a topic. Some students may be provided with a generic graphic organizer. As students create a plan, they need to consider why they are writing (the purpose), and who will read what they write (the audience). At this point, students may determine the form their writing will take.

Next, *Drafting* is the process to get an idea in writing process. Following the development of their plan, students write a first draft. The intent of this draft is to get ideas down on paper. *The focus, at this point, is on the message, not the mechanics of writing..”* In this case, how the students arrange and develop the ideas to make a good writing. Then, the students should explore the ideas to get a new variant idea logically based on the topic.

Revising is the process to re-check or re-look the writing text. The focus of this step is to improve the quality of the message. Students are taught to examine their writing critically and use a variety of strategies to revise their writing effectively. Students will also consider the style of their writing, including sentence structure, paragraphing, and

vocabulary, and ensure that they have made the best word choices for their topic and audience. Here, the students also usually change the idea, add new idea or information, and add new supporting details. On this stage, the students will get something new that will be better than before.

The next stage is *Editing*. By this stage, students are satisfied with their message. They feel they have addressed the purpose, used the appropriate text form, and considered their audience. Therefore, they now need to focus on the mechanical aspects of their writing – they need to be taught to proofread their own writing and the writing of others.

Publishing is the last of writing proces. The students will feel happy because the student can finish the writing. Students now make their writing presentable to the intended audience. They consider the visual layout of the text (e.g., margins, headings, graphics, and photographs) and its legibility. Once their writing has been published, it should be shared with their audience.

From the explanation and theories above, the researcher could be concluded that writing is not as simple as tasks that could be finish as soon as possible. It needed a process to finished a good writing.

4. The Components of Writing

These are five the general components of writing according to Heaton (1998:135):

a. Language Use

Grammar is the rules in a language for changing the form of words and joining them into sentences. Make sure that the words and phrases you use clearly express your intended meaning. Language use is the ability to write correct and appropriate sentences.

b. Mechanical Skill

The ability to use correctly those conventions to the written language, e.g. punctuation, spelling, and capitalization. Writing is a necessary and important area of literacy that supports comprehension, critical and creative thinking across content areas. Students need a structured and supportive environment to be able to practice the habits and process of successful writers.

c. Treatment of Content

The ability to think creatively and develop thoughts, including all relevant information, e.g the developing ideas of the students in creating paragraph or student's knowledge in writing that related to the topic.

d. Stylistic Skill

Stylistic skill is the study of style and the methods used in written language, e.g the ability to manipulate sentences and paragraph, and also use language effectively.

e. Judgement Skill

The ability to write in appropriate manner for a particular audience in mind, together with an ability to select, organize and order relevant information, e.g the organizing of paragraph one to paragraph two that still has correlation in descriptive text writing.

The score of writing test would be taken by considering student's skill in writing components that has been described above. The researcher used the test to measure student's descriptive writing with the conclusion of general components based on Heaton (1998: 146) that used in scoring rubric as follows:

- 1) Content, substance of writing, ideas expressed and relevant to assignment topic.
- 2) Organization, organization of the contents and arrangements of generic structure.
- 3) Vocabulary, the choice of the words and lexical item.
- 4) Language Use, employing on grammatical form and use of simple present tense.
- 5) Mechanics, the use of capitals, paragraphing, and punctuations.

5. Teaching Writing

Harmer (1998: 261-262) stated the teacher not only needs to deploy some or all of the usual roles when they ask students to write, but also they should have the ones of these important roles when they

are teaching writing, the roles are: motivator, resource, and feedback provider. Based on Harmer, when teaching writing teachers are expected to act as:

- a. Motivator: teacher will be able to motivate the students, create the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. And also help them to generate their idea.
- b. Resource: teacher should be ready to supply information and language where necessary. Teachers need to tell the students that they are available and be prepared to look the students' work as it progress, offer advice and suggestions in a constructive and tactful way.
- c. Feedback provider: teachers should respond positively and encouragingly to the content of what students have written.

B. Running Dictation

1. The Definition of Running Dictation

Running dictation is a type of dictation. It is fun for the students and helps the students. This technique is different with the old dictation. There are some sources that explained about Running Dictation. According to Hess (2001:73), "running dictation is the technique where the students works in group to dictate the sentence, there is the runner and the writer in each group". The students as a

runner must run to some places where the discrete sentences have been prepared by teacher and back to his/her group to dictate the sentence to the writer, then the writer must be write down what they heard. In addition, English Language Education Section (2001: 58) states “Running dictation is an activity for pupils who enjoy moving around and working in teams. They have to read and memorise a short text, tell the phrases / sentences to the group member who will write down the text.”

In the other hand, dictation is the activity of writing down what is orally said or read. Richards and Schmidt (2002:157) have defined dictation as a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have heard as accurately as possible. Dictation has been used in language testing for a long time, but its benefit in language teaching / learning has been questioned by some language teachers.

Running dictation is one of the greatest activities to encompass all four language skills; students listen to the words, students speak for clarification, students write the words, students read to self-check. And also students will run to get their vocabularies or sentences. Run in the classroom is the activity that makes the students will feel happy. So, thats why Running Dictation still exist for learning. Beside, running dictation can be used as a quick check on student progress.

In this research, researcher focussed on running dictation for writing skill, especially in descriptive text writing. Based on English Language Education Section (2001 :56), “Running dictation is an activity that can develop writing skill. Teachers can make running dictation to guide pupils to write key words, short phrases and sentences. In running dictation, pupils write down sentences and short texts through group work and games.”

2. The Benefits of Running Dictation

There are some benefits of Running Dictation that adapted from from Ewing & Huguelet (2009:71) “This can be very motivating if used correctly and not very often. Take a short text that is appropriate to the level, rich in vocabulary and or illustrative of a grammar point you are working on. You could use the opening paragraph of a text you want the students to work on, using this technique as a means of introducing the topic.”

Beside, according to Amy (2005:2) the advantages of Running Dictation are follows:

a. Positive interdependence

The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question.

b. It can be a very motivating and fun lesson for the students.

c. Dictation can also be used to promote the skill of inferring from context.

d. Equal participation

Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen.

In addition, according to R. Montalvan (1990), there are “at least 20 advantages of dictation, and the most important are: 1) dictation can help develop all four language skills in an integrated way; 2) it can help learn grammar; 3) it helps to develop short-term memory; 4) practice in careful listening to a speaker will be useful to learners in the future in the note taking activities, for instance, listening to lectures; 5) dictation fosters unconscious thinking in the new language; 6) correction can be done by the students - peer correction of written dictation leads to oral communication”.

3. The Procedure of Running Dictation

According to English Language Education Section (2001 : 59), there are different ways of conducting running dictation. Here are a suggestion for teachers’ reference to make the procedure : The text is cut into discrete sentences. These cut-up texts are placed around the classroom in different locations. When the group has written down all the sentences, the members have to work together to sequence the sentences to make a complete and coherent text.

Furthermore, According to Andrew et al. (2006 : 90), there are some procedures in Running Dictation :

- a. Depending on the size of the class, display one or more copies of the text on the classroom wall or on a table.
- b. Divide the learners into pairs/group and have each pair decide who will be Learner A and who will be Learner B.
- c. Explain the rules of the game as follows: Learner A must run to the text, read it, and try to memorize as much of it as possible before running back to Learner B. Learner A should then dictate what they remember of the text to Learner B, who should record it in writing. Learner A can run to the text as often as is necessary to complete dictating the whole text. Ask each team to read out the text.
- d. Applaud the first pair to finish with no mistakes.

C. Descriptive Text

Descriptive text is kind of the text with a purpose to give the information about how something or someone looked. According to Bima (2005:15) stated “descriptive text is to describe a particular person, place or things”. The organizations of descriptive text are :

Identification, in this stage the student must describe the subject to the reader. It is also gives the detail and clearly information about subject. The student can start to give information detail about, when, where, who, and what of the subject, and states this paragraph in the first paragraph.

Next stage is description. *Description* means, the students begin to describe paragraph with supporting details with the feature to the subject. It is also developed the supporting detail related to the topic or subject. Descriptive text has a particular language features ; verbs in present tense, adjective, and adverb phrase to describe the feature of the subject and topic sentence to begin essay or paragraph and organize the various aspects of a description.

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1. Model of Descriptive Text

Here the researcher was giving the example of descriptive text as follow:

Topic : My Favorite Animal

Identification : It is one of big mammalian on the land, which is so largest, strong, unique and intelligent animal.

Description :An elephant is the largest and strongest of all animals. It has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk. The trunk is the elephant's peculiar feature, and it has various uses. The elephant is a very intelligent animal and also one of ancient animal.

2. Types of Descriptive Text

Jolly (in Sumarsih & Sanjaya 2013: 108) asserted there are five types of descriptive writing paragraph. They are:

a. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place

Presenting something concrete was the way to describe place, for example : a home, a hospital, and school.

e. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

3. Part of Descriptive Text

There are three part of descriptive text. They are:

- a. Social function, which is to describe a particular person, places, or things.
- b. Generic Structure, which is divided in to two. They are: a) identification: identifies the phenomenon to be described, and b) description: describe parts, qualities, characteristics.
- c. Significant lexico-grammatical feature, that is focus on specific participant, use simple present tense.

D. Review of Related Study

There are two relevant study based on this research. First from Kholidatul Mutmainnah, in 2012 conducted a research entitled " *The Effect of Running Dictation on Students' Writing Spelling Skill at the Tenth Grade of MA. Al-Falah Tlanakan Pamekasan*". This research used quantitative approach and the kind of this research was non experimental design, namely correlational study. Data analysis technique that researcher used was statistical analysis by using product moment formula. The result of this research shows that there is effectiveness of using running dictation game on students' writing spelling skill at the tenth grade of MA. Al-Falah Tlanakan Pamekasan and the effectiveness is

sufficient significance. It is proven after knowing the result of statistical analysis that shows that “r” value is 0,502. It is more than ‘r-table’ in “significance level” 5% and 1% with N 37. The values are 0,325 and 0,418. Then the researcher compared it with table of interpretation “r” product moment. It is between interval 0,40-0,70 with sufficient interpretation.

Second, from Sri Wuryani in 2010 conducted a research entitled "An Effort to Improve the students' English Ability Through Running Dictation Strategy (A Classroom Action Research on the Fifth Grade students of SD Negeri Sidomulyo, Pagerbarang District, Tegal Regency in Academic Year 2009/2010)". Quantitative data were gotten from the result of students' achievement which was analyzed by using the percentage. The indicator of the CARs' success was if at least 75 % of the students got score 5, 6 for working indicator. The research result showed that the students' English ability had increased. There were 18 students or 42 % of the students who fulfilled the Minimum Passing Criteria in Pre-test, 29 students or 67 % students in cycle I, 33 students or 77 % of the students in cycle II, and 34 students or 79 % of the students in Post-test. Consecutively, the mean of score which was gotten by the students was 47 in Pre-test, 58 in cycle I, 60 in cycle II, and 69 in Post-test. Besides, the observation result of the students' and teachers' activity during the cycle showed good category. Based on the result, it could be concluded that

the technique of Running Dictation strategy could improve the students' English ability.

E. Rationale

The type of this research is quantitative research, which is the type of research that related with numerical study. This design is pre experimental design one group pre test post test. The researcher conducted the method to SMPN 16 Pontianak and researcher was took class VIIC as a population based on the sampling.

Running dictation is a type of dictation in which students are responsible for it from the start. Dictation is an old method, but Running Dictation is the new kind of the dictation. Through this activity students could has some fun and use all the skills while at the same time reading, speaking, listening, and also writing. But, the researcher wanted to find the effectiveness of teaching writing descriptive text by using Running Dictation and to find out the significant is the effectiveness teaching writing descriptive text by using Running Dictation, the researcher assumed that this method is proper to conduct for all levels in English. Because in English, the learners have to master in each skills of English ; Speaking, Reading, Listening and even Writing. But the reasearcher just wanted to know the result from writing skill that because writing skill is very complex activity.

Besides, writing also has elements, components and process that have to mastered by the students. Writing is an important media to

communicate. Because of writing, the writers can get and spread the knowledge for the readers in the world. There are so many people that success because their writing, for example the journalist, the novelist and even us who writes the thesis. Its very difficult and extra thinking to deliver what they have to write based on the critical thinking or imagination. With running dictation, the teacher can see the aspects of writing itself from the students.

In this research, the researcher only focused to teaching writing descriptive text. Descriptive text is a kind of texts with purpose to describe or give the details about the characteristic of a particular thing such as ; people, animal, places, flowers, etc. In descriptive text has generic structure; Identification and description. And the researcher chose Running Dictation to teach writing descriptive text that because Running Dictation is a fun method to learn writing and the students have to begin to write about something around them first if the students want to write. The students need the fact models around them.