CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of writing; (2) the concept of recount text; (3) teaching writing in Junior High School; (4) Dicto-Comp Technique (5) previous related studies; (6) hypotheses of the study; and (7) criteria for testing hypothesis.

2.1. The Concept of Writing

In this modern era, writing has important roles. Writing, can be as a communication tool because writer can express their opinions and ideas. Huy (2015) states that writing is one of the ways to transmit thoughts or ideas. Based on Finocchiaro (1986) writing has been characterized as written thinking (as cited in Holandyah, 2013, p. 39). In addition, Sapkota (2012) argues that writing is the act of putting down the symbols that present a language in order to convey some meaning so that the reader can get the information of the writer. Most people use writing to communicate by using modern technology in daily life, like sending and delivering email, short message, and chatting in social media. In brief, writing plays the important role in this modern era.

In teaching and learning process, important for the students to master English orally and in writing, in order to be able to communicate and socialize with the community. According to Pasand and Haghi (2013), writing is one of the most important skills in learning a foreign language the nature of which has become clearer nowadays which involves the development of an idea, the capture of mental

representations of knowledge, and of experience with subjects (as cited in Saputra & Marzulina, 2016, p. 2). In addition, Ur (1996) stated writing as a tool of language that used in foreign language courses, and students practice the writing form as a method of testing it. Therefore, writing skill is very important skill to be learned in learning a foreign language which includes the development of an idea, knowledge, and experience by practice writing skill.

Writing is a complicated process. Writing involves more than just producing words and sentences. A writer should be able to write a series of words become to sentences, sentences into paragraphs, and paragraphs become a text. A good text must have correct grammar, appropriate vocabulary used, and develop their ideas related to the topic. It useful to make the reader can possibly understand what the writer purpose it. From this situation, Huy (2015) explains that writing skill is very important to be practice frequently by students, because good in writing skill help them learning other skills in English and get knowledge about new types of writing more effectively. For example, students study writing skill from junior high school to senior high school. In short, problems in process of writing is found by students. But, more practice is needed to improve students' writing skill.

In writing process, to make a good paragraph, there are three basic units to be noticed by writer. Oshima and Hogue (1991) state that topic sentence, supporting sentence, and concluding sentence are three basic units' paragraph to be noticed (as cited in Holandyah, 2013, p. 39-40). Besides, to make a good text, there are process of writing must do by students. Oshima and Hogue (2007) proposed the process of writing as follows:

1. Creating (Prewriting)

The first step in the writing process is to choose a topic and collect information about it. After choosing a topic and collect information, the writer can develop their ideas. In this step, the writer uses the technique called listing. Listing is a prewriting technique in which the writer writes the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into their mind.

2. Organizing

In this step, the writer organizes the ideas into an outline. An outline is a formal plan for a paragraph. It means in an outline have a topic sentence, main supporting sentences, supporting details, and concluding sentences.

3. Writing the rough draft

In this step, the writer follows the outline as closely as possible, do not to worry about grammar, punctuation, or spelling. A rough draft is not supposed to be perfect. The writer also can think new ideas, add or delete ideas at any time in the writing process. Just be sure that any new ideas are relevant.

4. Polishing

The fourth and final step in the writing process is polishing. This step also called as revising and editing. Polishing is most successful if do two stages. First, is revising. When revise the draft, the writer can check for content and organization, including unity, coherence, and logic. It is also good for change, rearrange, add, or delate, all of the goal of communicating more clearly, more effectively and more interesting way. During the first revision, the writer focuses on content and organization and not try to correct about the grammar, sentences structure, spelling,

or punctuation. The second step in polishing your writing is editing (proofreading) paper for possible errors in grammar, sentence structure, spelling, and punctuation. In this part, the writer checks for the correctness and completeness for final step make a paragraph.

Furthermore, writing is a process of creating ideas, organizing, writing a rough draft, and finally polishing. Moreover, according to Boardman (2008), there are three characteristics in writing a good text or paragraph, namely:

1. Coherence

   A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the types of paragraph you are writing. Coherence means stick together; coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

2. Cohesion

   Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

3. Unity

   The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler

to consider order as direction. Thus, order chronological steps to express the idea the written form.

Therefore, at eighth grade, students mainly study writing one paragraph or a small part in essay. One of text that learn by students is recount text.

2.2. The Concept of Recount Text

Recount is one of the text genres that the students learn. Recount text is a text that retell past experiences to informing or entertaining. According to Knapp (2005), recount text, basically is written out to make a report about an experience of a series of related event (as cited in Saragih, Silalahi, & Pardede, 2014, p. 57). In other word, recount text is a text which list and describes past experiences by retelling events happened. In addition, Boardman (2008) argues that the basic recount consists of three parts such as:

1. The setting or orientation, it gives background information answering who, when, where the story happened and why;

2. Events are identified and described in chronological order, usually named; event 1, event 2, event 3.

3. Re-orientation which is concluding comments express a personal opinion regarding the events described.

Besides that, the language features of the recount text such as:

- Use of nouns and pronouns to identify people, animals or things involved.

- Use of past action verbs to refer the events, for example made, wanted, cooked, and watched.

- Use of past tense to located events in relation to speaker`s or researcher`s time.

- Use conjunctions and time connectives to sequence the event.

- Use of adverb and adverbial phrases to indicate place and time.

- Use of adjectives to describe nouns.

In making of functional grammar, the significant common grammatical patterns of recount include:

- Focus on specific participant.

- Use of material process or action verb.

- Circumstance of time and place.

- Use past tense and focus on temporal sequences

Below is an example of recount text.

My Football Experience

Orientation	When I was in junior high school, I really loved football.
Event 1	Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.
Event 2	With Mr Sentana, our team won many tournaments in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Oh, that was so cool.
Re-orientation	Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

Source: Wardiman, A., Jahur, M. B., & Djusma M. S. 2008. English in Focus.
Jakarta: Pusat Perbukuan

2.3. Teaching Writing in Junior High School

Teaching is an activity which enables students to learn, where teachers transfer knowledge and experience. Similarity, Regmi (2012) states that teaching is often considered to be an activity which enable students to learn. In addition, Brown (2002) argues that teaching is guiding and facilitating learning, enabling the students to learn, setting the conditions for learning (as cited in Holandyah & Utami, 2015, p. 15). It means that the students must be active in learning process, because teaching is the ability by which the teacher guides and gives lesson by setting condition to create effective learning activities. Moreover, related to teaching writing, Brown (2001) explains that teaching writing is like swimming; if we learn to swim, we need water in swimming pool and a teacher to teach us how to be a professional swimmer (as cited in Supiani, 2016, p. 38). To sum up, writing needs a long-time process in learning, from select words, sentences, and become a good paragraph, and need teacher to evaluate.

Learning English in Junior High schools is aimed at making the students be able to gain functional level in order to communicate both in written and spoken forms. Writing as one of the compulsory subject teaches for students of Junior High schools. In order to reach those targets in learning English especially in writing skill, there are some relevant matters which are important to be known by teachers of English. First, is the regulation issued by the Ministry of Education in the Standard of Content. Second, is the age range of Junior High School students. As written in *Kurikulum 2013*, English need to be taught to reach the literacy level covering the following issues:

1. Performative**:** On the Performative level, students are expected to have the skills of reading, writing, listening, and speaking using the symbols in English.

2. Functional: On the Functional level, they can use the language as a tool to fulfill their needs of living in everyday life such as reading news, manuals or signs

3. Informational: On the Informational level, they are supposed to have the abilities to access knowledge with the use of their knowledge in English. The teaching and learning in Senior High Schools are aimed to get the students to reach the informational level as they are prepared for their further education in colleges and universities.

4. Epistemic: On the epistemic level, it is highest level for students because English in Indonesia have function as a foreign language.

Furthermore, according to the regulation issued by the Ministry of Education about the Standard of Competence and Basic Competence of English learning at SMP/MTs at grade VIII (2013) are set as the following:

Table 1.

Standard of Competence and Basic Competence of English at SMP/MTs grade VIII (2013)

Standard of Competency	**Basic Competency**
3. Understanding, applying, analyzing factual, conceptual and procedural knowledge based on the interest in	3.5. Analyzing the social function, text structure and language features of recount text about experience/

science, technology, arts, cultures, and humanities with humanistic, nationalistic, and civilized insights in relation to the causes of phenomena and events; applying procedural knowledge in desired specific field of studies in solving problems.	activities /events according to the contexts.
4. Processing analyzing, and presenting developments of the concrete and abstract domains of the learned materials; being able to apply various methods according to scientific principles	4.6. Constructing simple spoken and written recount text about experiences/activity/events, 4.7. Understanding simple spoken and written recount text about experiences/ activity/events.

Source: Kurikulum 2013 (2013, p. 64-65)

The table above shows that the students of grade eighth will learn how to understanding and constructing simple spoken and written recount text about experiences/activity/events themselves. Moreover, they also learn how to understanding and constructing simple spoken and written narrative text, descriptive text, procedure text, and announcement with use various written language accurately and fluently with accordance of the contexts in everyday life. However, in this research, the focus is only on one particular text type which is recount text.

2.4. Dicto-Comp Technique

2.4.1. The Concept of Dicto-Comp Technique

Dicto-Comp is a combination activity of listening and writing. According to Gorman (1979), Dicto-Comp is a technique for practicing composition as a controlled writing that combines text dictation and text reconstruction (as cited in Bashiruddin, 1992, p. 45). In Dicto-Comp, students must remember the ideas and reproduce the keyword become a sentence but keep the original ideas of text. It is supported by Brown (2004), in Dicto-Comp students listen to the teacher read a passage in several times, remember the ideas in original text, and write down what they comprehend using their own words.

Furthermore, in this technique, students do not allow to take a note during the teacher dictates the passage. It makes students concentrate well on keywords that may give clues for their ideas. In short, Dicto-Comp is a controlled writing technique that combines listening and writing skill. This technique provides a practice for the students, especially in writing components.

2.4.2. The Advantages of Dicto-Comp

By employing Dicto-Comp technique it is hoped that teacher can help students improve their writing achievement. The Dicto-Comp technique enable students spend a few times to think the ideas. Yuk (2012) supports that Dicto-Comp prevents students' level of anxiety and decrease to spend many times when producing vocabulary and grammar structure. In addition, Dicto-Comp is very interesting technique and stimulating students. Bashirudin (1992) states that the students enjoying the activity of Dicto-Comp, because they can write free

paragraphs and compositions but keep the ideas of original text. Also, this approach stimulating them to produce text easier because there are preliminary instruction and keyword, than in the conventional technique that makes them tired without instruction. On the other hand, Dicto-Comp can solve students' difficulties in organizing idea, vocabulary, grammar, structure, and help learners focus on their writing task.

2.4.3. Procedure of Dicto-Comp

Applying Dicto-Comp technique in teaching writing needs some procedures. Kidd (1992) proposed the basic procedures of Dicto-Comp technique are as follows:

1. Selecting the Passage

   As a first step, the teacher selects (or makes up) a passage containing a number of instances of the structure to be practiced (e.g., any tense or combination of tenses; the passive voice; relative clauses). Students must already have been made aware, through previous instruction, of the form and meaning of the target structure, and in fact it is probably a good idea for the teacher to review the structure prior to the dictation and point out that it will be contained in the text.

2. The teacher then reads a story to the students three times, at a normal speed. The students listen but do not write until after the last dictation.

3. After each of the first two readings, the students are allowed to ask questions about words or phrases that confuse them, and they can discuss the meaning of the passage. During these clarification sessions, the students should be allowed to jot down unfamiliar words, idioms, or expressions that are discussed.

4. After the third and final reading, the students try to reproduce the original as accurately as possible. When they cannot remember the exact wording of a sentence, they should produce their best approximation.

5. As a last step, some version of the correction phase can be carried out. Collaboration would certainly be a useful experience here, as students could compare and modify their individual versions of the text.

Besides, Dicto-Comp can be adapted by teacher in all level of students. According to Nation (1991), "Dicto-Comp is capable of being adapted to suit the proficiency level of the learners." (p. 13-14). In means, those procedures can be varied. It depends on the length, content, language difficulty of the story and general ability level of the students. Therefore, Dicto-Comp is appropriate for the eight-grade students and can help students to solve their problems.

2.5. Previous Related Study

In relation to Dicto-Comp as a technique in teaching writing, some studies have revealed if Dicto-Comp can solve the problems of students. Febriyanti (2013) examines the effect of using Dicto-Comp technique in teaching narrative writing. From the result analysis, students' writing ability taught by using Dicto-Comp technique is higher. It can be seen through score of pre-test to post-test of control group increased 3.66 or 7% only, but score from pre-test to post-test of experimental group increased 12.87 or 24%. For the result, there is a significant effect of Dicto-Comp technique in writing narrative text from 46 students at tenth grade students as samples. The similarity between her study with my study is in independent variables namely use Dicto-Comp Technique strategy in teaching writing.

However, the difference is in the population of the study. In my study, the population is the eighth-grade students of SMPN 3 Palembang while in Febriyanti's study was the tenth-grade students of Senior High School 2 Bangkinang Barat.

The last study, Afifah and Fahri (2017) investigated process of implementing Dicto-Comp technique in teaching writing narrative text to the 30 students of XI-MIA-5. The result of observation showed that the implementation of Dicto-Comp technique in teaching writing was good and runs well, the students' composition has good result who were classified in to "good to average", and the result of questionnaires showed that this technique was helpful and useful for the students in writing activity. The similarity between her study with the writer's study are in independent variables namely use Dicto-Comp Technique in teaching writing. However, the difference is in the population of the study. In my study the population is the eighth-grade students of SMPN 3 Palembang while in their study was the Eleventh grade students of SMAN 1 Mojokerto.

2.6. Hypotheses of the Study

The hypotheses are formulated in the following questions:

1. (H_o): there is no significant difference on the eighth grade students' recount writing achievement in good category by using Dicto Comp technique than those who are not at SMPN 3 Palembang.

   (H_a): there is a significant difference on the eighth grade students' recount writing achievement in good category by using Dicto-Comp technique than those who are not at SMPN 3 Palembang.

2. (H_o): there are no significant difference on the eighth grade students' recount

writing achievement in poor, average, and good categories by using Dicto-Comp technique than those who are not at SMPN 3 Palembang.

(H_a): there are significant difference on the eighth grade students' recount writing achievement in poor, average, and good categories by using Dicto-Comp technique than those who are not at SMPN 3 Palembang.

2.7. Criteria for Testing Hypotheses

To prove the research problems, the testing of research hypothesises is below:

- If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

- If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.