CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

2.1.1 The Principle of Teaching Writing

Writing is a talent to express opinions or ideas in writing. According to Fulwiler (2002: 16) writing is a one way of the thinker to convey reviews their ideas. According to Hadley (1993), writing is composing which the individual has to inform or restate pieces of information in the specific form. Teaching writing should be based on a foundation that has been established by some experts in order to the writers be able to write his idea and understand the organization of the standardized writing.

According to Harmer (2004: 34) teaching writing purposes to help the students be better writer and learn how to write various genres. According to Sokolik (2003) there are 4 basics, namely: (a) Understand your students' reasons for writing (b) Provide many opportunities for learner to write (c) Make feedback helpful and meaningful (d) Clarify the teacher, and for your learner, how reviews students writing will be evaluated. Four basics can be used as a reference for teaching and learning of writing in order to run well.

2.1.2 Learners Writing Problems

Writing is an easy skill that everyone can learn well. In fact, there are many learners do mistakes when they want to write something. Hedge (1988: 5) said that any several problem when learners write which are grammatical problems, mechanical problems (problems of sentence structure and problem of word choice),

and cognitive problem (problems of diction are linguistic problems) that hamper students' effective writing in English.

2.1.2.1 Grammatical Problems

Learners have a number of problems in their attempts to write in the second language. Students thought that second language is different from their language, because so many aspects which students have to understand. According to Kharma (1987) in Melese (2007: 12) in Alfaki (2015) the students have problems with subject, verb, pronoun references, conjunction, and etc. Those are included in grammatical structure. Therefore, the students feel difficult in writing English.

2.1.2.2 Problems of Sentence Structure

A good sentence has a function to deliver the information. Bad sentence or jumble sentence will be making someone difficult to understand the information. That problem is faced by the students. Sentence structure in second language is different and usually sentence structure can make students confused. Kharma (1986) in Alfaki (2015) stated that students who have problem of sentence structures are unable to produce longer sentences requiring subordination and coordination.

2.1.2.3 Problem of Word Choice

Delivering the information not only from sentence, but also word choice also determining in the written form. Norrish (1983) said that a good writing or composition should consist of appropriate and varied range of vocabularies which are used with proper grammar and varied range of sentence structures. According to Reid (1983)

the writers should choose the appropriate vocabulary in order to the readers comprehend the purpose of writing itself.

2.1.2.4 Cognitive Problems

The cognitive problems that students faced are punctuation, capitalization, spelling, content and organization. Here, punctuation problems related to symbol in writing context. There is no standard to consider the students' punctuation is correct or not. Second problem is capitalization, where, this aspect has a function to explain the word or sentence which has an important meaning. For example, title, topic, etc.

The next problem is spelling; the use of English and mother language can influence the word in written form. Another problem is on the content. A content problem is that the writers' ideas will be explained into the written form. In this case, the students feel difficulties to write their ideas. The last problem is about organization problem which is related to paragraph, it influences the writer to write something into a good article.

2.1.3 Common Mistakes in Writing

Commonly, many students assume that writing is difficult term to be learnt. Especially, writing skill. It is caused by some mistake. According to Dulay et al (1982) linguistic errors divided into four subjects. Those are (1) Semantics and lexicon (meaning and vocabulary), (2) Sentence structure and morphology (grammar), (3) Discourse (style), (4) the orthography (spelling). Generally, the errors are often made on the aspect of Lexical, Semantic, unappropriate vocabularies and discourse. The statements are strengthened by Swan and Smith

(2001) those errors are as the consequence of learning different language which are English and mother language.

Linguistic differences between the two languages namely English and learners can affect a person in his writing skills. One also often experience when dealing with grammar errors in the writing skill. The problem of practical language use are degenerated because students of English as a foreign language writing are possible to focus mainly on learning grammar without referring to spelling and dictation in an Appropriate Manner (Lee, 2002a), and errors are most commonly found in writing which is about the orthography (spelling). Cook (1999) claimed that spelling errors are the most universal type of mistake in the written work of learners of English.

Spelling is easy aspect in writing, but in implementation will modify the significance and purpose to be conveyed in writing. According to Corder (1981: 76) correct spelling of vocabulary is essential to express the intended meaning. Learn spelling is very vital that the meaning to be conveyed in agreement with the words of reading vocabulary. According to Fagerberg (2006) spelling is crucial since one misspelling perhaps can change the significance that the researcher proposed to express in the text. By using the spelling correctly, someone will get the information clearly. Cook (1992) in Albalawi (2016) states that spelling is the way writers can express clearly reviews their ideas.

2.2   Spelling in Writing

2.2.1   Problem of Spelling

According to Templeton (2004), knowledge to spell is not the same as memorizing words, but rather understanding the patterns that relate to a big

number of vocabularies. Templeton said in a statement, that the spelling be likely to be more emphasis on the letters in a word. So, do the mistakes when spell in written form, can change the meaning of each word. It can be make confused the reader to get the point.

2.2.2 The Way to Measure Spelling

According to explanation of NSW Department of Education and Training's book in 2007 state that there are six steps to measure the students spelling achievement. Those are:

1. Select and analyze samples of the students' writing to determine which types of spelling knowledge are being applied and what needs to be taught

2. Analyze results for spelling in the Basic Skills Test if information is available

3. Examine performance on specifically designed tests

4. Use students' self-assessment

5. Consider the students' responses to a spelling questionnaire

6. Observe spelling behavior in modeled, guided and independent reading and writing sessions.

Based on six steps above, how to measure the spelling can do by a test. Firstly select and analyze the types of spelling then analyze the result, then give a feedback to the students that we already know the problem of their spelling by a test before.

2.3 Teaching Spelling Strategy

2.3.1 Running dictation using Short Functional Text

2.3.1.1 Running Dictation

Running Dictation is actually one of kinds of dictation technique (Freeman et. Al.,2000) in Mardhiyah (2016). It is an activity for teaching English skills where the students can learn, run, tell and write what they have read in a group. The students will run and see the text and they read it, then they tell what students feel learning process. According to Case (2013) running dictation is fun and interactive activity in listening, speaking, reading, and writing skill. This strategy can divide the students into groups or pairs, it depends on total of students in the classroom. The students can work together to complete their worksheet. This situation can stimulate their teamwork. Running dictation is an activity for students to move around and work in a team. Council (2008:1-2) said that running dictation strategy is a fun strategy to motivate the students at upper primary and lower secondary level.

Running dictation is usually done collaboratively. Cohen in widyanto (2005:5) supported that running dictation is one of the ways to achieve learning process well. This strategy involves a runner and writer. As a runner should dictate the word or sentence to the writer based on the text what have runner read before. This statement supported by Hess (2001), running dictation is a method which the students do the task by grouping to dictate the sentence that involves the runner and the writer from each group.

From explanation of running dictation, this strategy estimate to apply on students' spelling in writing ability. Based on Çelik (2004) in Gültekin (2014) dictation can be used by the students to determine the students' spelling errors through reading a text aloud. It can be explained by

the fact that the teachers use dictation to facilitate the students to gain skill in writing and language. This strategy can control the class and make the students in interested writing. Krashen (2003) in university dictation can control writing ability. Similar to the opinion with Oller (1979) that the students can explain what they are needed by considering running dictation. Hopefully, running dictation gives significant effect toward students spelling in writing short functional text in SMP Islamic Qon.

2.3.1.2 The procedure of running dictation

The procedure for applying the running dictation is felt easy, as it only takes 2 positions to implement it.

a. The subject consists of 36 students in 7th grades, separated into seven groups, each group consisting of 4-5 students or members.
b. Each group must choose its members to become one Writer and 3 Runner.
c. Teacher already provided the text in every corner in a class.
d. 3 runners must read and remember the words contained in the short functional text in turns.
e. Runners who first run towards the text and read the primary sentence in the short functional, and to report back to writer. In this step, runner is only have ten minutes to read the text and deliver to the writer
f. The last of the activity, each writer from each group report what he/she listens to.
g. These actions are very simple and efficient; the students almost exclusively use its limbs to perform these activities. Implementation of the strategy of running dictation using short functional text is competent to make the classroom atmosphere conducive and attractive. For the subject is on 7th grade, this simple strategy that was competent to attract the student interest in learning spelling in writing.

2.3.1.3 Short Functional Text

Short Functional Text is a short text that has particular meaning and purpose, and can be used in our daily life. That text is about *shopping list, short message, prohibition, greeting cards, notice, announcement, invitation,* etc. Short functional text is one of text in English Lesson, it use present tense. There are nine types of short functional text. First of short functional text is *invitation. Invitation* card is containing of message to invite person to do something. Second is *prohibition*, this text has a function to prohibit someone to do something. Third is *greeting card*, usually this text to say something uses a picture.

The next is about *short message* to inform others, and then *announcement*. This text has a function to announce people about event or something. The next text is *caution* or *notice* which is usually this text in public places and using picture to prohibit or suggest someone. The next text is *advertisement. Advertisement* is short text about offering thing or service. The next text is *shopping list*, of course, this text about list of things to prepare and then buy something. The last short functional text is *letter* or *email*, this text uses electronic media and sent use computer, etc.

2.3.2 The Previous Study about Using Running Dictation

Based on the explanation above regarding some of running dictation strategy, there are several previous researches that support this strategy which can be implemented effectively and efficiently in the class. First research was conducted by Zulraudah from Padang in 2014 with the title is *Teaching Writing by Using Running Dictation Activity for Elementary School Students.* Zulraudah

conducted this research because writing English Language makes students in elementary school feel difficult, and also the lack of the teacher creativity in teaching. Teachers are less able to develop learning material to be more interesting in learning process. So, she conducted this research using descriptive text and picture to solve the problem. The results are students can do the task together and help each other, and young learners motivated to do as their best.

Second previous study was conducted by Sofyan, et al. in 2016 with the title is *Penerapan Running Dictation Game dalam Pengajaran Keterampilan Berbicara Bahasa Inggris di Sekolah Menengah Pertama (SMP) 1 Kabanjahe*. The problem is because speaking learning activity is a bored activity and not interesting. Sofyan chooses 30 students in third grades of SMP 1 Kabanjahe as a subject, and uses lyrics of song to conduct his research. Sofyan got several results, those are student was enthusiastic in learning English and motivated to like English subject. Students did not feel bored, and also this study can make students improve their vocabulary and pronunciation. Third previous study was conducted by Asmoro, et al in Bandar Lampung in 2013 with the title is *Increasing Students Listening Achievement through Running Dictation.* Researcher was found out that students still found the difficulty in listening. Students got difficulty in interpreting what they had listened, they were not able to predict the sound, intonation, and stress from the speaker. So, to solve those problems, the researcher use running dictation strategy and listening activity for the test in SMAN 1 Ambarawa in second year. The result is running dictation is appropriate to be used in order to increase students' listening achievement.

The title of fourth previous study is *The Use of Running Dictation' Game to Improve The Tenth Grades of Vocational High School's Speaking Skill.* This research was conduct by Mardhiyah in Surabaya which found the problem those students are experiencing the anxiousness and shyness. When teacher asked the students whom had less participation, they will directly refuse it, because they are too shy to speak, because student is afraid to wrongly pronounce the words or sentences. Mardhiyah chooses 39 students in ten grades Pastry 1 from SMKN 6 Surabaya, and got the result that running dictation is significant can improve students speaking skill in ten grade.

The last previous study was conducted by Aini in Semarang in 2015. The title is The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text. The aims of this research is to find out how running dictation technique improve the students writing ability of descriptive text. The subject of this study is SMAN 1 Bawang Banjarnegara at ten grades in academic year 2014/1015, and got the result that running dictation technique gives good contribution to improve the writing ability of X Social 1 students of SMAN 1 Bawang Banjarnegara in academic year 2014/2015. Based on several previous studies, researcher have differences and similarities. Here, the difference is about the subject. Almost of previous studies conducted in Senior High School, but in this study researcher conducted in Junior High School. Next is about media. The last previous studies; explain that the media is descriptive text. In third previous study, researcher using lyrics as a media in their task, but in here, researcher chooses short functional text as a media in test, because short functional text also include in syllabus from our government. The last is about ability. This research

will conduct in writing ability, similar with previous study, but, researcher chooses spelling as a problem that researcher found before.

2.4 Summary

From the result of the previous studies, the researcher assumes that running dictation strategy towards students' spelling is applicable strategy to help the students be more active and spell correctly in English. Most of studies showed that running dictation is effective strategy in learning process. Therefore, the researcher will apply running dictation strategy in writing class to know the effect of running dictation strategy towards students' spelling in writing short functional text. To make different with previous studies, this study focuses on specific writing especially spelling. Then the researcher will implement the strategy in the medium level that is Junior High School, and also support the strategy, the researcher will use short functional text as a new media, because this text is a simple text and easy to understand. So, the researcher conducts the effect of running dictation towards' students' spelling in writing short functional text, because this text is simple text and suitable with the strategy to make students more active and creative.