CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories

1. The Concept of Graphic Organizers Technique

a. Definition

Owolaby and Adaramati (2015: 1) cite that a graphic organizer is a graphical representation of text concepts.

According to Byrd (2011: 70), states that Graphic Organizers as a category of pre-writing that provides the students with some type of visual worksheet to bring together their ideas. Many, however, can be produced with blank paper and guidance. The following graphic organizer ideas provide students with a framework to identify patterns in reading/writing assignments and generate and/or organize ideas.

Lancaster (2013:3) share that Graphic Organizers provide a visual representation for young writer. With the use Graphic Organizers student would be able to organize their story with a beginning, middle, and end and learn to select word for their choose topic.

Meera and Aiswarya (2015: 127), indicate that graphic organizers technique can be utilized in teaching vocabulary, among other cources to English language student's. Graphic Organizers can be use by student's, on the other hand, as a study tool to better understand

vocabulary meanings and then asses or review for a test, any new vocabulary items learned in a subject area.

Based on the explanation above, its concluded that, Graphic Organizer technique is a visual representation of ideas relationship as tool to organizers thought and utilized in teaching vocabulary. With the graphic organizers the students would be able to organize their story with a beginning, middle, and end and learn to select word for their choose topic. And also, it enables the students for working independenly and applying thinking skill to the content in a more organized and orderly way.

b. The Characteristics of Graphic Organizers Technique

Graphic Organizers have some characteristics the reasons why the use in teaching writing skill by teacher.

According to Zardak, dkk (2015: 1034) Graphic Organizers Technique have lots of names like visual maps, mind mapping and visual organizers.

Ontario Curriculum Unit Planner (2002: 179) proposes that Graphic Organizers can be frames, matrices, grids, webs, and similar form.

Furthermore, according to Manoli and Papadopoulou (2012: 349), types of Graphic Organizers are story maps, matrix, semantic maps, concept maps, knowledge maps, tree diagram, and venn diagram.

While, Gil-Garcia and Villegas (2003) in Chien (2012: 50), categorize knowledge graphic organizers into six types: description or simplelisting, time/temporal sequence, definition and example, comparison and contrast, cause and effect, and problem solution. There are varieties of graphic organizers such as word web, T-chart, Venn diagram, Ogle's KWL (what you already knew, what you want to learn, what you learned), semantic webs, mind mapping, matrix, flow charts, problem solution map, character map, sequencing,

c. **Advantages of Using Graphic Organizers Technique**

Mahmudah and Jamilah (2014:5) There are some benefits that the writer did get after implementing graphic organizers as visual pre-writing tool. *The first*, the use of modified graphic organizers can arouse motivation and attract student's attention to writing class. *The second*, Graphic Organizers can be used as tools to plan writing projects.*Next,* through graphic organizers, the students can explore their imagination and explore their creativity in writing. *The last*, they also can be used to help students in developing and organizing the ideas.

Almenoar (2010: 1104) use visual tools and graphic organizers to enhance and clarify their thinking Apply understanding of academic concepts to construct meaning, show relationships, and organize ideas Develop new ways to organize and visually represent their thinking to facilitate advanced understanding of academic concepts via writing

tasks and oral presentations Select and utilize appropriate graphic organizers based on cognitive understanding of tasks.

d. Procedure of Graphic Organizers Technique

In teaching writing by Graphic Oganizers, Bromley, dkk (1999: 9) recommend the following procedures, to follow table below :

Table 2.1. Procedures of Graphic Organizers Writing Technique

No	Procedures
1	Identify the main ideas.
2	Cluster of group words and ideas that are related
3	Determine the relationships between and among the main ideas and choose the type of organizer most appropriate for the material and the purpose
4	Arrange ideas and draw the connecting lines between and among them.
5	Use icons or pictures as well as words in your organizers
6	Use a variety of colors to represent aspect of the organizer or the contributions of different individuals or groups
7	Give students partially constructed graphic organizers to complete before you expect them to create organizers independenly.

Based on the procedure of Graphic Organizers writing above, there are some steps to implement the graphic organizers .*First*, Identify the main ideas. This can be done through brainstorming a list or through examination a text. Sometimes the key concepts are highlighted or appear as major headings. When brainstorming with students, be sure to accept all ideas. *Second,* Cluster of group words and ideas that are related (cause and effect, sequential or chronological, main idea and

supporting details, hierarchial, comparative, etc). *Third*, Determine the relationships between and among the main ideas, and choose the type of organizer most appropriate for the material and the purpose. *Next,* Arrange ideas and draw the connecting lines between and among them. At this point, you may eliminate items from the brainstorming list that are not appropriate. You can also label the lines with words that describe the relationship or link the information. *After that,* use icons or pictures as well as words in your organizers. *And,* Use a variety of colors to represent aspect of the organizer or the contributions of different individuals or groups. *The last,* Give students partially constructed graphic organizers to complete before you expect them to create organizers independenly. Your goal should be to move from direct instruction and modeling to student independence in the creation of organizers.

2. **The Concept of Dictogloss Technique**

    a. **Definition of Dictogloss Technique**

        According to Thornbury (1999:82) stated "Dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. Dictogloss also involves the students collaboratively reconstructing the text from memory and then comparing it with the original.

Faghani, dkk (2015:58) stated that Dictogloss is a technique of dictation method that can be used for teaching writing cooperatively.

Bataineh and Younis (2016:1) stated that Dictogloss is defined as "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"

Wanjryb (1990:5), Dictogloss is an integrated skills technique for L2 learning in which learners work together to reconstruct a text they listen to.

b. Characteristics of Dictogloss Technique

According Wanjryb (1990:9) Dictogloss is a technique in which the teachers reads a short text and the learners making notes and then try to reconstruct the text in group. The aim is not to reproduce the text word by word, but to convey the meaning and style of the text as closely as possible. In conclusion, Dictogloss is one of communicative teaching techniques in learning a language which integrates all language skills; listening, speaking, reading, and writing, and asks students to recreate a text read or dictated by teacher in group. Then, Dictogloss and traditional dictation is different in the form of the style of dictating, the task that follows, and the objectives of the lesson.

c. Advantages of Dictogloss Technique

Wanjryb (1990:7-9) in Richard Kidd, Dictocloss Technique has advantages Dictogloss as one of techniques that can be used in language

teachingsome advantages when it is implemented; there are some advantages of Dictogloss Technique: *First*, Dictogloss is designed to help language learners improve their understanding of using grammar. *Second*, Dictogloss Technique can be used to improve other skills (Speaking, Writing, Reading and Listening). *Third,* Dictogloss Technique especially in writing because in Dictogloss, the students in group are asked to make reconstruction of text that has been read by teacher from their notes by using their own words as closely as possible to original text. It means that students and their partners can learn each other to their writing cohesively, to use structure correctly, and etc, that can improve their writing skill. *Fourth*, Dictogloss Technique can make students more active through social interaction. The last can help students to reconstruct a text.

d. Procedure of Dictogloss Technique in Teaching Writing Skill

According to Wanjryb (1990:7-9), there are four procedures in Dictogloss technique, those are: Preparation, Dictation, Reconstruction, and Analysis and correction.

First Preparation, on the preparation stage includes a warm-up related to the topic or a pre-luminary speaking or writing exercise; and discussion around key vocabulary

Second Dictation in this stage, a story, news report, or other text is presented in English at a normal rate of speed. Learners listen to the dictation and take notes. In the case, the language used in the text and

the length of the text depend on the learners' level of English proficiency; maturity level; and interest, needs, and learning prefer- emces

Third *Reconstruction* in this stage, Students work individual-ally or in groups to produce their versions of the original text, capturing the essence of the text and generating correct grammar. They recreate the text in their own words, trying to recall as many sequences and details as possible.

Fourth *Analysis and correction*, Most of the student collaboration takes place in this stage. Students self-assess their own texts and then form groups in order to conduct peer assessments. Either individually or as a group, students notice inferences between their own texts and the original in regard to form, meaning, and language use. In this final stage, learners assume a more active role, relying on their individual strengths to collaborate and correct each other. Constructive criticism through peer support and teacher guidance helps form relationships that encourage students to collaborate and cooperate through social interaction.

Based on the procedure of Dictogloss Technique, in step of writing there are three steep. Dictogloss Technique procedures related to steeps of writing. *First,* procedure of Dictogloss Technique is preparation, in this stage teacher warming up related to the topic, and students discuss

about key vocabulary. So in step writing it is call with planning. In planning students make out line.

Second, Dictation in this stage, teacher read a text and students listen and taking a note. It is related to step of writing it is call with planning. Because in step writing still planning.

Third, Reconstruction in this stage, student writes a text based on what they hear before, they produce a text based on their own word. It is related to step of writing is writing.

Fourth, analysis and correction, in this stage, students and teacher together asses about what students' write before. In step of writing related with revising. So procedure of Dictogloss Technique have related with step of Writing

Table.2.2 Procedures of Dictogloss Technique

No	The Name of Procedures	Teacher activity	Students activity
1	Preparation	• Teacher Warm-up related to the topic or a preliminary speaking or writing exercise. • Teacher ask students to make a group	• Students say some vocabulary related to the topic • Make a group • Students discuss about key vocabulary.
2	Dictation	• Teacher read a story, news report, or other text is presented in English at a normal rate of speed. .	• Learners listen to the dictation and taking notes.
3	Reconstructio n	• Teacher asked students to make a text based on what they hear.	• Students work individually or in groups to produce their versions of the original text, capturing the

			essence of the text and generating correct grammar. • Students recreate the text in their own words, trying to recall as many sequences and details as possible.
	Analysis and Correction	• Teacher and students together asses what they write before. • Teacher guidance helps form relationships that encourage students to collaborate and cooperate through social interaction.	• Students assess their own texts and then form groups in order to conduct peer assessments. • Either individually or as a group, students notice differences between their own texts and the original in regard to form, meaning, and language use.

Based on procedure it, Dictogloss Technique could improve Students writing skill. Also make students' better in write a text.

3. **Combaining of Graphic Organizers and Dictogloss Techniques in Teaching Writing**

In the paper in applay Graphic Organizers and Dictogloss Techniques. The writer choose procedure from Bromley, dkk (1999) for Graphic Organizers and Wanjryb (1990:7-9) for Dictogloss technique. These techniques would use in whiles activity in teaching writing. The steps of these techniques would be made into simple steps. Those steps are:

Table 2.3 Combining steps Graphic Organizers and
Dictogloss Techniques

No	Main steps	Activities
1	Identify the main ideas	The teacher show how to identify the main ideas
2	Cluster word and idea	Cluster of group words and ideas that are related
3	Determine relationship between main idea and type organizers	The teacher determine the relationship between the main ideas and choose the type of organizer most appropriate for the material
4	Draw	Arrange ideas and draw the connecting of line
5	Icons or pictures	Use icons or pictures
6	Constructed graphic organizers	The teacher give students partially constructed graphic organizers
7	Preparation	The teacher ask students make a group
8	Dictation	a. Teacher read a story, news report, or other text b. The teacher ask students listen to the dictation and taking note or outline
9	Reconstruction	a. Teacher ask students to make a text based on what they hear b. The teacher ask students work in individually c. The teacher ask Students recreate the text in their own words, trying to recall as many sequences and details as possible
10	Analysis and Correction	a. The teacher ask students together asses what they write before

4. **The Nature of Writing Skill**

a. **Definition of Writing Skill**

Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as: content, organization, vocabulary, language use, and mechanics. Writing is an effective way to communicate and express the ideas, thought, feeling, and opinions to others. Before doing writing, a writer should find out some sources and get ideas from it.

Nunan (2000:91) defines that writing is commonly seen as a three stage processes: prewriting, writing and rewriting. Thus, in prewriting the writer can clarifies and generates the ideas. Then, continue to the second stage is writing, in this stage the writer can make an outline and a draft. The last step is rewriting. In this stage, the writer can correct the mistakes after writing. And also Harmer (2004:4) declares that:

> "Suggested the process has four main elements: (1) Planning-experiences writers plan what they are going to write;(2) Drafting-we can refer to the first version of a piece of a writing as a draft;(3) Editing-once writers have produced a draft they then, usually, read through what they and where it doesn't"

Then, According toHyland (2005:11) the writing process presents students with a step by step procedure that leads to the completion of a piece of writing. These procedures are; Pre-writing, writing, revising, editing, and publishing.

1). Selection of topic: by teacher and/or students. 2)Prewriting: brainstorming, collecting data, note taking, outlining, etc. 3)

Composing: getting ideas down on paper. 4) Response to draft: teacher/peers respond to ideas, organization, and style 5) Revising: reorganizing, style, adjusting to readers, refining ideas 6)Response to revisions: teacher/peers respond to ideas, organization, and style. 7). Proofreading and editing: checking and correcting form, layout, evidence, etc. 8). Evaluation: teacher evaluates progress over the process 9). Publishing: by class circulation or presentation, noticeboards, Website, etc. 10). Follow-up tasks: to the reader. The process above cannot be separated in producing good writingaddress weaknesses.

In addition, Nation (2008:114) describes that one possible of the writing process contains the following seven processes. They are; considering the goal of writer, having a model of reader, gathering ideas, organization ideas, turning ideas into writing text, reviewing what has been written, and editing. It can be said that in considering the goal of writer, the writers can determine the purpose of their writing's product. Then having a model of reader, after establish their writing, the writer should done this step. Which writers can determine the readers can read their writing, for example; children, adult, student, teacher and etc. The next step, the writes will be gathering ideas. In here, the writer can assemble their ideas by using brainstorming and quick writing activities to explore their ideas. After that, the writer organize their ideas, and then entering the ideas into piece of paper, then writers

reviewing their writing by looking back over what has been written. And the last step, the writer should editing their writing by checking organization, grammatical, and lexical correctness.

Then, According to Richard and Renandya (2000: 316-319) the planned learning experiences for students may be described as follows: Planning(pre-writing) Group brainstorming, clustering, rapid pre writing, drafrting,responding, revising, editing, and evaluating.According to Alice and Hogue (2006: 265) says the writing process is :

> "(1)Creating(pre writing)-choosing topic, generating ideas;(2) Planning(outlining)-making sub lists, writing the topic sentence, outlining; (3) Writing; (4) Polishing-revising, editing(proofreading), writing the final copy".

In conclusion, based on the experts above there are several process of writing. In this case writer can conclude the process writing are pre-writing, writing, editing and publishing. Pre-writing comprises of drafting which is writer can prepare a framework before going to write. Writing involves of age the draft, reread the draft, in function to lead the writer to organizes the draft into paragraph. Editing refers to revise the words that are used by the writers in their work. The last step was publishing included the proofreading, in stage the writers had finished their writing product and ready publish for.

b. Components of Writing Skill

According to Richard and Renandya (2002:309) assert that writing consist of many constituent parts and need to consider which ones will be most important for a course; content, organization, originality, style, fluency, accuracy or using appropriate rhetorical form of discourse. Thus we have to form priorities and weight the elements to produce the product of writing.

In addition, According to Jacob (1981:92), there are some components of writing that should be considerd for a good writing:

1) Content

To measure the content of written product is not easy to do. In order to make the teacher or evaluator to count it, she or he applied several description; knowledgeable, substantive, through development of this statement and relevant to be assigned topic.

2) Organization

In organization, six descriptions have to take in good written text. They are fluent expression, ideas clearly state or support succinct, well organized and logical sequencing and cohesive.

3) Vocabulary

The good writers have enriched their vocabularies of their writing's quality. However, it is not enough without chosen the correct vocabulary to the text. In addition the writers are able to use the variation vocabularies from that paragraph or essay, the writer

can use the synonym from the word example; the writer can use word "maintain" as synonym from "keep".

4) Language use

As like the vocabulary, in writing evaluation, language use consist of eight description; effective, complex construction, agreement, tense number, word order or function, article, pronouns and preposition.

5) Mechanics

Mechanics are description about spelling, punctuation, capitalization, paraphrasing and handwriting in written product. It is as basic of the evaluation in the profile of composition.

To make the writing skill communicatively, the writers are expected to understand many indicators of writing. According to Brown (2001: 356-358), there are six indicators which will be investigated in writing, they are: 1) Content related to: thesis statement, related ideas, development ideas through personal experience, illustration, facts, and opinion, use of description, cause-effect, and comparison-contrast, and consistent focus 2)Organization related to effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length 3) Discourse related to topic sentence, paragraph unity, transition, discourse makers, cohesion, rhetorical convention, reference, fluency, economy, and variation 4) Syntax 5) Vocabulary 6) Mechanics related

to spelling, punctuation, citation of reference (if applicable), and neatness and appearance.

The writer can concludes that, the elements of writing are; content refers to achievement of students in organizing ideas in writing process. Second, organization is how well students to connect every sentences each other. Third, language use is choosing words that will be used in arranging sentences to be good paragraph. Forth, mechanic related to grammar that used. Through those elements writer will get interest in writing process. The elements of writing are important one through writer in processed and produced the writing. Without these elements it's possible that the product of writing will be acceptable to readers.

c. **Writing assesment**

In writing assessment, the teacher has to assess the writing based on the components of writing. Jacob (1981: 91) stated that there are five indicators which will be assessed in writing, they are: content, organization, language use, vocabulary, and mechanics

Table 2.4 Indicators of Writing Based on Jacob's Theory

	Criteria of Each Item	**Score**
Content	• Excellent to very good: Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.	30-27
	• Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.	26-22
	• Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.	21-17

	Criteria of Each Item	Score
	• Very poor: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate.	16-13

	Criteria of Each Item	Score
Organization	• Excellent to very good: Fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive.	20-18
	• Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.	17-14
	• Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.	13-10
	• Very poor: does not communicate; no organization; or not enough to evaluate.	9-7

	Criteria of Each Item	Score
Vocabulary	• Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.	20-18
	• Good to average: adequate range; occasional errors of word / idiom form, choice, usage but meaning not obscured.	17-14
	• Fair to poor: limited range; frequent errors of word/form choice, usage; meaning confused or obscured.	13-10
	• Very poor: essentially translation; title knowledge of English vocabulary, idioms, word form, or not enough to evaluate	9-7

		Criteria of Each Item	Score
	LanguageUse	• Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.	25-22
		• Good to average: effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.	21-18
		• Fair to poor: major problems in simple / complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.	17-11
		• Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate.	10-5

		Criteria of Each Item	Score
	Mechanics	• Excellent to very good: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing.	5
		• Good to average: occasional errors of spelling, punctuation, and capitalization, paragraphing, but meaning not obscured.	4
		• Fair to Poor: Frequent errors of spelling, punctuations, capitalizations, paragraphing; poor handwriting, meaning confused or obscured.	3
		• Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.	2

It could be concluded that Assessing writing is very important for the teacher, because the teacher could monitor students' writing development or their learning process assessment. It is necessary for teacher to know the ability of students and the effectiveness of using technique that had been done. The teacher also needs to assess the students' written work based on the writing components

5. **Teaching Writing Skill in Senior High School**

Teaching writing is one of some difficulties to be taught by teachers in the classroom. Teacher does not only prepare the technique and the material to teach but also involve in the activity as well.

Teaching writing in senior high school is one of school level that assigns the students to write many kinds of genre. Some of them are descriptive, report, procedure, narrative, recount and others.

According to Brown in (1994:327) there are five major categories of classroom writing performance as following: imitative or writing down, intensive or controlled, self-writing, display writing, real writing,

First, imitative or writing down. At the beginning level of learning to write, students will simply writing down English letter, word and sentence in order to learn the convention of the orthographic code. Brown also said in *Language Assessment: Principles and Classroom Practice' Book* (2004:220) said that imitative is to produce written language, the learner must attain skills the fundamental basic tasks of writing letter, word, punctuation and brief sentence. This ability includes the ability to spell

correctly and to perceive phoneme-phoneme-grapheme correspondences in English spelling system.

Second, Intensive or Controlled. Writing is sometimes used as a production mode learning, reinforcing, and testing grammatical concept. This intensive writing typically appears on controlled, writing grammar exercise. In addition, intensive may be thought of as form-focused writing, grammar, and simply guided writing. So intensive in type of classroom performance to control writing the competence in grammar, vocabulary, sentence formation.

Third, Self-Writing the significant proportion of classroom writing may be devoted to self-writing or writing with only in mind as an audience. Self-writing includes make note, writing journal and diary. By self-writing, students can combine their ideas, feeling, experience and thought into paper alone and then convey to the audience.

Fourth, display Writing. Display writing has relationship with classroom writing task. For English language students display writing task can do in short answer exercise, essay examination and even research will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing technique.

Fifth Real Writing. Display and real writing is two categories have connection each other and in real writing there are three subcategories illustrate how reality can be injected: 1) academic, 2) vocational/technical,

3) personal (in virtually any ESL class, diaries, journal, letters, post card, note, personal message, and other informal writing) especially within the context of an interactive classroom.

Based on the statement above, it could be said that students should be able to write various kinds of text. It means that the students should study these texts and have to consider a number of aspects as content, organization, vocabulary, language use and mechanics. The students need to practice their writing ability clearly, controlling by the teacher.

6. **English Language Teaching Based on Genre**

According to Fauziati, (26) "the national curriculum board determines to implement genre based approach for classroom procedure since this is the most suitable approach to handle competency-based curriculum". Implementing genre based approach for teaching and learning process has two cycles and four stages. The first cycle of genre based approach integrates between listening and speaking skill. This cycle can be called as oral cycle. Then, it integrates between reading and writing skill as written cycle.

Moreover, each cycle has four stages that are; building knowledge of field, modeling, join construction and individual construction. Agus Ferani, (v: 26) describe there are four stages of genre based approach especially in written cycle that are: (1) building knowledge of field. Here, teacher and students build cultural context, share experiences, discuss vocabulary, grammatical so on, (2) modeling is the time when the teacher

introduces and explains the target genre that students should construct. At this stage, discussion focuses on the educational, generic structure, language features, and social function of the text, (3) join construction of text refers to stage when students carry out exercises which manipulate relevant language form. It fosters a negotiating process between teacher and student. It involves reading, and the text of genre is depend on those activities, and (4) independent construction is the final stages, in which students produce actual text through activities such as choosing a topic, researching, and writing.

Based on four stages above, Graphic Organizers and Dictogloss techniques could be applied in modeling of the text, in this stage the teacher could give example the using graphic organizers and Dictogloss technique in learning process. Then join construction of text in this stage the students can make Recount text base on graphic organizers and Dictogloss in group. *Finally,* independent construction, students produce actual text through activities such as choosing a topic, researching, and writing.

7. **Recount Text**

   a. **Definition**

      According to Hyland cited in Helmi (2012:27), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by

retelling events in original sequence. We could look at the sample of

recount in personal letters, police report, insurance claims, and incident

reports.

b. Generic Concepts of Recount

Every genre has characteristic or generic structures. Wirgeyasa

(2016: 3) states that the rhetorical structure and textual elements of

recount writing consist of: (1) orientation; (2) record of events; and (3)

re-orientation.

**Table 2.5 The Generic Structures and Textual Element of Recount
Text**

Textual elements	Functions
Orientation	• It consist of theme or topic to be informed • To show the reader about the topic/theme being informed • To attract reader's attention and interest • It enables to attract and to provoke the reader so that he/she is enjoying to continue reading the whole text
Record of events or sequence of events	• To provide details about the event informed/described chronological (the type of plot may vary) • It is better to tell chronologically rather than flashback and zigzag in order to have a good chronological order the sequence markers such as first, second, third, etc. are important
Re-orientation	• It functions to show personal attitude about the actives or event informed or told of record of event • It is matter of conclusion with personal attitude

c. Grammatical Features of Recount

According to Hyland cited in Helmi (2012:28) The common

grammatical features of recount text are: Use of nouns and pronouns to

(a) People, animals, things involved, (b)Use of actions verbs to refer to

events, (c) Use of past tense to locate events in relation to speaker's or writer's time, (d) Use of conjunctions and time connectives to sequence of events, (e) Use of adverb and adverbial phrase to indicate place and time and (f) Use of adjective to describe nouns.

d. Types of Recount

According to Hyland cited in Helmi (2012:29) There are three types of recount: (a) Personal recount: Retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry), (b) Factual recount: Recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account) and (c) Imaginative recount: Taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

B. Relevant of Studies

This research, the researcher uses some relevant studies as guidance for the researcher in conducting this research.

This research was supported by several previous researches. The action research had been conducted by Miller (2011) in thesis *"using Graphic Organizers to Increase Writing performance."* as two fourth grade students and one fifth grade students, in a small, rural, town in New York State.

Furthermore, the result of action research that conducted by Sharock (2008) in his thesis *"the effect of Graphic Organizers on student's writing"*

state that shows that Graphic Organizers, specially a concept map can help writer keep on the topic by having their ideas in front of them as they are writing. They also help the writer to keep things in the correct sequential order. He believes that Graphic Organizers are credited to be tools that can guide students through the four stages of the writing process; prewriting, drafting, revising, and publishing and sharing.

Meera and Aiswarya (2015) in Thesis *a Study on the the Effectivness of Graphic Organizers in College Student's English Vocabulary*. This study explored the efficacy of graphic organizers as a strategy to facilitate vocabulary building. The present study aimed at investigating the effectiveness of graphic organizers on developing college students' English vocabulary building and incremental growth of vocabulary among college students.

Hinnawi (2012) in thesis *The Effect of the Graphic Organizer Strategy on University Studens' English Vocabulary Building*. This study aimed at investigating the effect of the graphic organizer strategy on vocabulary building and vocabulary incremental growth of Jordanian university EFL students.

Lancaster (2013) in thesis *Using Graphic Organizers to Teach*, The purpose of this action research study was to determine whether or not using graphic organizers to teach writing would have an impact on first grade students' attitudes toward writing and proficiency in the areas of word choice and organization.

Tayib (2013) in thesis *the Effect of Using Graphic Organizers on Writing.* The purpose of this study was to investigate the effectiveness of graphic organizers on students' writing ability as well as their attitudes towards this essential language skill

The researched conducted by Fatoni (2010). He conducted a classroom action researched under the title "*The Use of Dictogloss Technique to Enhance the Students' Writing Skill in News Item Texts*". There search was to find out how Dictogloss Technique enhances the students' writing skill in news item texts. The subjects of this study were 35 first grade students of SMA 1 Kendal in the academic year of 2009/2010. The result of the study revealed that dictogloss can enhance the students' writing skill in news item texts. It was proven from the improvement of the students' behavior which was much better in participating and enjoying the activities using dictogloss technique.

Study was conducted by Aminatun (2013) under the title "*The Influence of Using Dictogloss on Students' Listening Comprehension Achievement*". This research was conducted to know whether or not there is influence of using dictogloss in improving students' listening comprehension achievement.

Study was conducted by Nora Nikmatul Jannah (2014) under the title "The Effectiveness of using Dictogloss Technique to Improve Students Listening Ability at the Eight Grade of MTS AL-HUDA Bandung Tulung Agung IN Academic Year 2014". This research was conducted to know

whether or not there is influence of using dictogloss in improving students' listening comprehension achievement.

Study was conducted by Zaky Mubarokh (2014) under the title "Improving the Greade VIII Students' Writing Skill of Narrative Text through Dictogloss Technique at SMPN 1 Mungkid, Magelang in the Academic Year of 2014/2015. This research was conducted to know whether or not there is influence of using dictogloss in improving students' writing comprehension achievement.

Study was conducted by Evi Soviah (2015) under the title "The Effectiveness of Dictogloss Technique in Teaching Narrative Text First Grade Students of SMA Manba'ul. This research was conducted to know whether or not there is influence of using dictogloss in improving students' writing comprehension achievement.

Study was conducted by Firmansyah Mionti (2015) under the title "The A pplication of Dictogloss Technique I Teaching Listening In SMA Negeri 1 Boliyohuto. This research was conducted to know whether or not there is influence of using dictogloss in improving students' Listening comprehension achievement.
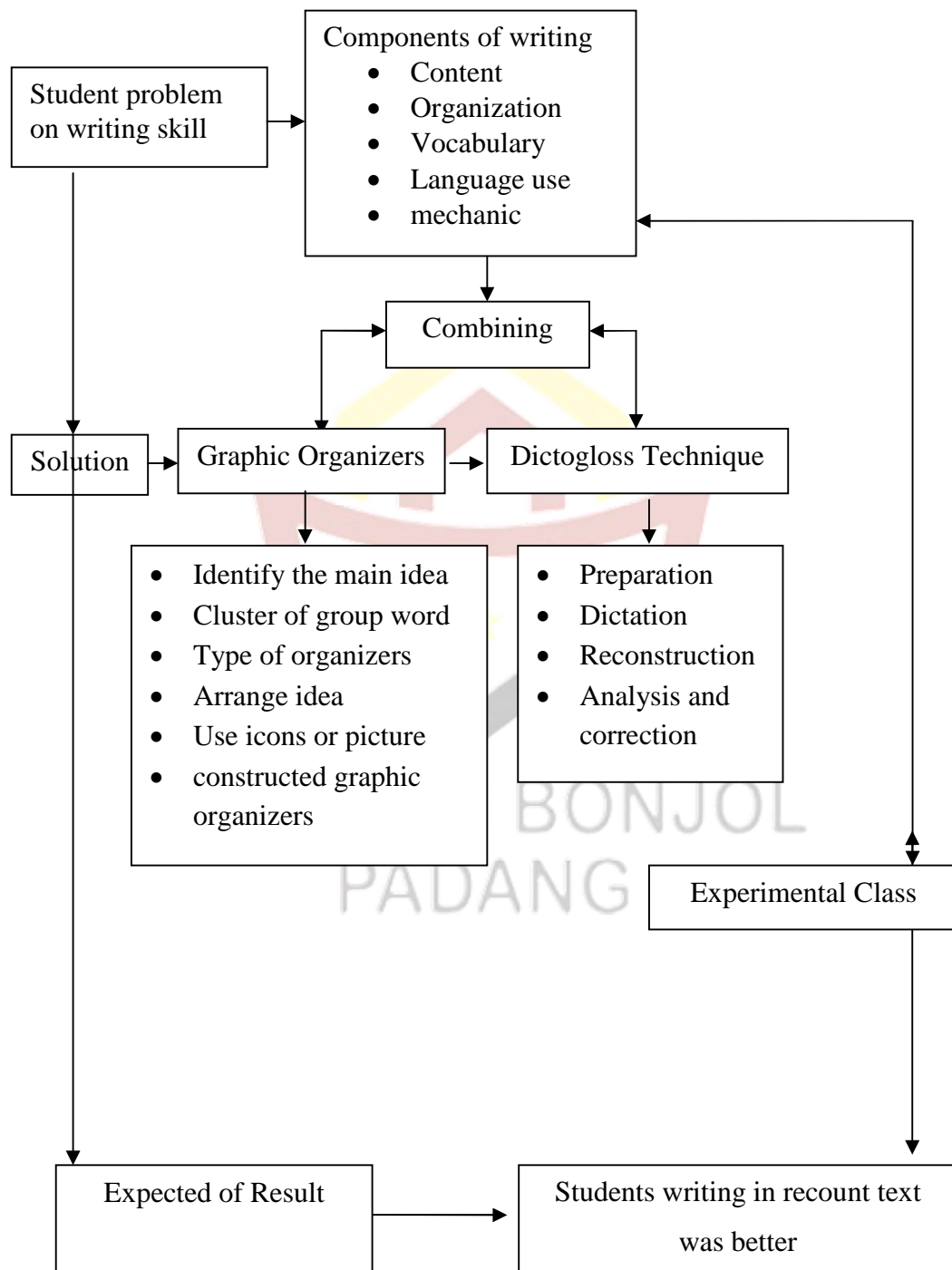
C. Conceptual Framework

Based on the review of related theories and review of related findings, the researcher tries to analyze and connect to the students' high level ability in writing at Senior High School Koto XI Tarusan

Furthermore, the conceptual framework of this study was described as the follow:


```
┌──────────────────┐        ┌──────────────────────────┐
│ Student problem  │───────▶│ Components of writing    │
│ on writing skill │        │   • Content              │
└──────────────────┘        │   • Organization         │
         │                  │   • Vocabulary           │
         │                  │   • Language use         │
         │                  │   • mechanic             │
         │                  └──────────────────────────┘
         │                          │
         │                  ┌──────────────┐
         │                  │  Combining   │
         │                  └──────────────┘
         │          ┌───────────────────┐   ┌────────────────────┐
    ┌─────────┐     │ Graphic Organizers│──▶│ Dictogloss Technique│
    │ Solution│────▶└───────────────────┘   └────────────────────┘
    └─────────┘
```

Graphic Organizers:
- Identify the main idea
- Cluster of group word
- Type of organizers
- Arrange idea
- Use icons or picture
- constructed graphic organizers

Dictogloss Technique:
- Preparation
- Dictation
- Reconstruction
- Analysis and correction

Experimental Class

Expected of Result → Students writing in recount text was better

Figure I : Conceptual Framework

D. Hypothesis

The hypothesis of this research is students who are thaught through Graphic Organizers and Dictogloss techniques would better skill in writing recount text that those who are not.

UIN IMAM BONJOL
PADANG