CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents definition of writing, the use of game to teach writing, running dictation, the advantages of running dictation, the disadvantages of running dictation.

2.1 Definition of Writing

According to Currier (in Hosseini et al. 2008), the ability to write well can have a profound impact on our lives. Writing can be an art, but it is the task of the artist to create the masterpiece. Without the competency and practice of basic writing skills, neither proficient works of written art can be fictional nor can any lives be influenced.

Writing is viewed as an instrument for teaching grammar and a general knowledge of language (Tangkiengsirisin: 2006). And according to Sulaeman (in Hosseini et al. 2000) assert that writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development.

English writing is thought to be an essential skill for success in the modern global economy. Many experts would go as far to say that without certain knowledge of English reading skills and English writing skills, a career would be somewhat limited if it involves doing business in English-speaking countries at even a basic level.
2.2 The Use of Game to Teach Writing

Games are an important part of people’s lives. Although many adults have forgotten how to play, for children it is one of the main activities throughout their days. In a game, a child has the opportunity to try out and modify much of what they see; the game is therefore a source of cognition for them.

Games are often a useful way of giving students valuable practice. Because a game is a form of activity which is entertaining and engaging, often challenging and activity in which the learner play and usually interact with other. In games, language use takes precedence over language practice and in this sense games helps bring the classroom closer to the real world.

2.3 Running Dictation

The game implemented in this research is running dictation game. Running dictation is spelling game (good for teamwork, thinking and memory skill as well as application of spelling rules). According to Quah and Denise (2013) stated that running dictation is a dictation activity designed to inject fun into the convention dictation exercise. It is conducted as a game and is especially suitable for learner in primary and secondary school.

A running dictation is a fun reading, speaking, listening and writing task that students are put in pairs. One of the pair stays seated and the other goes backwards and forwards to a worksheet that is out of sight on a wall until they have given the sitting students all they need to complete the task on their worksheet (Case :2013).
2.3.1 The Advantages and Disadvantages of Running Dictation

Running dictation strategy can also give many advantages to the students and teachers in teaching writing. Council (2008:1) states that there are some the advantages of using running dictation strategy. First, this strategy is successful used in learn spoken and written. The finish products of this strategy are products of the group not of individuals, thus there is less threat to individual members’ face if their sentences are not totally accurate. The correction of the completed texts makes students notice aspects of what they have remembered and written that not be accurate.

Disadvantages of this running dictation are when the game will begin, students tend get excited. They may run very fast and make a lot of noise. The will be undisciplined. To maintain classroom discipline, adaptations could be made and rules could be set beforehand. For example, students could be asked to walk instead. To keep the noise down, no shouting is allowed.

2.3.2 Procedure of Teaching Writing through Running Dictation

There are two kinds of procedure to implement running dictation. The first one using each group consists of two students. According to Case (2013) said that students are put in pairs. One of the pair stays seated and the other goes backwards and forwards to a worksheet that is out of sight on a wall until they have given the sitting student all they need to complete the task on their worksheet. And the other one using three students each group. According to Hess (2001), the procedure of running dictation game are:
1. Students sit in three rows: readers at one end of the class; runner in the middle; writer at the other end.

2. Runner get up and approach the reader, who have the text. The reader read one sentence to the runners.

3. The runners run to the writers and dictate the sentence they have heard. And as quickly as possible return to the reader for the next sentence.

4. Continue until one group is finished with the whole passage, and declare that group winner.

5. Let the whole class check the original text to see how closely they followed it.

Beside the procedures above, Case (2013) says to make running dictation game works as a game, the teacher need to make sure some conditions:

1. The runners won’t block each other while running or trying to see the text.

2. The text cannot be seen by the person writing but that the distance to run is fairly short.

3. The runner cannot see what their seated partner is writing.

4. Overhearing other groups is not too much of a problem.

5. The teacher can monitor both ends of the process (runners both reading from the text and speaking to their partner).

6. Teams have more or less the same distance to run as each other.

7. There is a plan for how to end the game that keeps everyone busy but does not happen when most teams are nowhere near finishing.
8. The rules are set up to produce maximum communication.

9. The task is carefully timed and at the right level for the students.