

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. Writing**

Writing is clearly a complex process. Write means to produce something in written form, so that people can read, perform or use it. Writing is a complex process that allows the writer to explore their ideas. It means that in writing students have to consider many things to build a good writing result.

There are some experts who define writing from their own point of view. As Halliday (1958) in Nunan (1992:209) stated that writing involves societies as a result of cultural changes, creating communicative needs which cannot be readily met by the spoken language.

The concept of writing is defined in different ways by White and Arndt in Harmer (2010:326) and Halliday (1989:14) that stressed that writing is seeing with new eyes as an act of communication and it is one of expression in language.

Writing can help people to perceive relationships, present or express your ideas and solve the problems. It can be the instrument of communication for the people in everyday life. By learning writing, the students can will get knowledge how to write effectively, how to express their ideas, and how to share their thoughts with anyone else through writing.

#### **B. The Importance of Writing**

Writing in a foreign language is important to be learnt and needs special attention because it needs more knowledge about many parts of language elements and needs many writing processes. Writing is not easy but it is less difficult than many students and teachers imagine.

In the field of education, especially in Indonesia, many kinds of activities are done through writing. We can take some examples such as tests or examinations, letters, etc. It proves that writing is important to be learnt because we do not only speak to deliver our meaning but also we can express it in a form of writing.

Writing helps students to learn. First, writing reinforces the grammatical structures and vocabulary which are taught to the students. Second, when students write, they also have a chance to be adventurous with the language, to go beyond what they have just learnt to say. Third, when they write, they become involved with the new language they never meet before. It is a kind of unique way to reinforce learning when students express their ideas through their eyes, hands, and brain.

The statement before strengthen by another expert opinion. As Littlejohn ( 2005: 78-79 ) stated that there are a number of good reasons for bringing writing into a more central position in classroom work:

1. In contrast to oral classroom work, writing can offer students the opportunity to work at their own pace and above all, to think while they are producing language. Many students feel anxious when they are called upon to speak in front of others and this anxiety effectively blocks their ability to think clearly. Handled correctly, writing can be less stressful.
2. Writing can give students chance to retrace their steps, to check and correct what they have written before they are required to show it to another person. This can allow more room for students to develop confidence in their language abilities, to develop their own understanding of how the language works
3. Unlike oral classroom work, writing can offer a permanent record; students can look back on what they have done, check things, and refresh their memories. Of what they learnt in classroom.

Harmer ( 2004: 31-33 ) adds that there are many importances of learning writing. By writing, students are able to:

- a. Avoid the limitation of time

It means that the students have longer time to think than in speaking activities. They can consult the diction will be used to express their thought.

- b. Practicing the use of language

By practicing writing completely, their ability in English will develop well

- c. Write a dialogue in speaking activities

As the example, teacher asks students to write short dialogue which they will then act out.

For these reasons, writing can offer students considerable opportunities to increase their vocabulary, to refine their knowledge of the grammar, and to develop their understanding of how things are best expressed and how well their message is understood. In short, writing can offer more opportunities to learn.

The statements before have shown that writing is an important skill to learn. Without having a good skill of writing students will not be able to compose a writing task, letter, or many other activities in a written form especially for their educational purposes. Thus, for those reasons, writing becomes one of the important points in learning language.

### **C. Kinds of Writing**

When the students are given a writing assignment, the first thing that teachers have to do is considering the topic. More important to find out is what type of writing has been assigned. There are four types of writing which is used as his classes become more writing-intensive ( Klein, 1985 )

#### **1. Narrative**

Narrative writing is the type of writing that tells a story. Though it is most commonly used when the students are asked to write a personal essay. This type of writing can also be used for fictional stories, plays or even plot summarizations of a story that the students have read or intended to write. Narrative writing typically uses the first person ( I ).

#### **2. Descriptive**

Descriptive writing is used to create a vivid picture of an idea, place or person. It is much like painting with words. It focuses on one subject and uses specific detail to describe that upon which your child is focused. For example, if the students are asked to write about his favorite ride at an amusement park, his writing will not only tell the name of the ride and what it looks like, but also describe the sensation of being on it and what that experience reminds him of.

#### **3. Expository**

Expository writing is to-the-point and factual. This category of writing includes definitions, instructions, directions and other basic comparisons and clarifications. Expository writing is devoid of descriptive detail and opinion.

#### 4. Persuasive

Persuasive writing is a more sophisticated type of writing to which the students will be introduced around fourth grade. It can be thought of as a debate in writing. The idea is to express an opinion or to take a stance about something and then to support that opinion in a way that convinces the reader to see it the same way. Persuasive writing is often in essay form, contains an explanation of the other point of view and uses facts and/or statistics to disprove that view and support students' opinion.

#### D. Teaching and Learning Writing

Nowadays, teachers find that writing skill that has to be concerned better. A lot of cases raised dealing with the failure of students' writing achievements. Many teachers are only focused on drilling their vocabularies without applying vocabularies onto written form which can be used as a communication tool. In Indonesia, English has become the main subject which is taught even in elementary school since earlier grade. This condition forces the students to be able to understand and master English well either in spoken or written form. As we know well that in school, many activities done by the students are in a form of writing. Take example, in doing homework, daily test, even in National examination students have to write their answer onto worksheet. Those examples prove that writing skill is needed to be learnt for the students to fulfil their educational requirements.

Writing is clearly a complex process. It means that in writing, students have to consider many things to build a good writing result. According to Harmer ( 2004: 31-33), there are some importance of learning writing to the students:

- a. Writing encourages students to be focused on accurate language use and because they think as they write
- b. Writing is often used as a means of reinforcing language that has been thought

Recently, there is a study which connects the writing skill and the way of thinking. Logically, those two things are connected since it will be impossible to produce a good writing without thinking what to write. According to Nunan (2003:88) stated that writing is a mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Teaching writing is not as easy as we see. Teachers have to be active to boost students' spirit to learn writing. Teachers also have responsibility to change students' perception since writing is considered as the hardest skill to learn. Shaping students' perception is a bit hard because the students in age range 9-15 years old can be said as a

labile age where they can change their mind and perception anytime depends on what they see or feel spontaneously.

Writing includes the productive skill; Harmer on his book divides it into three major skills in writing stages:

1. Introducing New Language

The teacher job at this stage is to presents the students with clear information about the language they are learning. Teacher must show students what the new language means and how it is used.

2. Practice

Consider the material design and technique to give students practice in specific items or areas of language

3. Communicative Activities

In this stage, we will consider activities for communication output, which comply as far as with characteristic we said, are necessary for communication activities.

( Harmer, 1978:45 )

Those reasons force the teachers to be able to create something new in their way of teaching writing. Appropriate technique is absolutely needed to make the students actively involved in writing class. Chain Sentence is one of the most appropriate techniques to be applied to teach writing skill. The atmosphere brought by Chain sentence is believed can make the students indirectly produce their own writing by putting on pictures as the media to make a sentence. Thus, the students' perception can also be shaped easily after following writing class through Chain Sentence.

## **E. Chain Sentences**

Chain, literally, has a definition as a kind of connected object. In this research, of course the meaning is changed. Chain sentence here can be defined as one of new technique in teaching writing that will make the students easier to construct the sentence by connecting them into a good sentence. The point which is emphasized here is the students are hoped to be able to construct their own sentence with a good composition and know well the meaning of that sentence.

Adopted from word games, that is Word Association stated by Wilson (2003) that it is a common word game involving an exchange of words that are associated together. Wilson added that by using this word association, students will feel fun because it is an enjoyable and active game and also it will develop the ability to

cooperate with the other students. Here, Chain Sentence also used some words that will be used to construct the sentence and connect it into good sentences.

When students think that it is fun to construct the sentence by using this technique, they will be easier to write anything they want well. Writing can be very challenging to teach; however, it must be taught. Teachers continue struggling to find effective ways to teach. Many teachers only find pattern practice, grammar task and specific writing task such as fill-in-the-blank worksheet. While these tasks have values by providing practice such as changing verb or changing subject. They do not provide a good way to personalize the writing activities to make them relevant to the students. In writing, the students do not only need to be great in grammar, but they also have to know how to write well with a good composition, logical, and also meaningful.

Chain sentence will provide the students a large chance to explore their thinking and ideas on writing. But of course before teaching them using Chain Sentence, the students will be explained first about how to make a good sentence. A simple sentence will be taught first to the students. After knowing the pattern, they will be challenged to make their own sentence first. For example, writing a simple sentence about their daily activities. Of course in this material, they write by using simple present tense. The students will try to make a short sentence about their activity, after that teacher will ask them to add their sentence by inserting a new word into their sentence until finally they can create their own long sentence.

Using this chain sentence, students will not only learn how to write a sentence, but also they will be forced to construct a good sentence where they know how to put noun / verb / adjective into their sentence correctly. It is just like what General Principles of Language Teaching states that from small sentence the students can easily pass on to longer sentences.

Sometimes, the students actually know well their meaning of writing something. The problem is only when they want to arrange it into a good sentence, they get confused because they are doubt whether their words are in a right position. For example, they want to write “I wear my uniform red” whereas it should be “ I wear my red uniform.”

The example above shows us that actually students have known their purpose when they want to write they wear their uniform which colour is red, but they still need to be guided to write it well. Here, chain sentence technique is believed as the best technique to be applied in teaching writing. This technique will help them to write correctly. They can construct the sentence, from the short one to be the longer one. By using chain sentence, they can add new words into their sentence which will make their sentences become longer. For example, they can insert new word in their sentence, “beautiful” , so it will be “ I wear a beautiful red uniform.”

By using chain sentence technique to teach writing, it is believed that the students will be able to think constructively in producing their own sentence. In the other hand, they will not only learn how to construct a long sentence, but also they will be able to know the right grammar used, new vocabulary at glanced. When students are able to produce their own long sentence, it means that they have covered the material given by the teacher well.

#### a. Teaching English Using Chain Sentences

In teaching process using chain sentence, students are given the understanding of sentences and how to compose a good writing. For example, in learning descriptive text, students will be given one picture about the boy who will go to school. They can describe one by one starting from the boy himself, the uniform, the stuffs he brings, and others. By only one picture given to the students, they will be able to compose a sentence even a long sentence by their own. The example below will gives understanding how to apply this technique.

1)



There is a boy in front of the building

There is a boy with red tie in front of the building

3)



There is a school boy in front of the school building

4)



There is a school boy in front of the school building with a red pants and black belt

5)

There is a school boy with a red pants and black belt and his three friends in front of the school building with a red pants and black belt



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opic is about descriptive text.

ictures that will be used by the students to compose sentences.

3. Teacher asks the students to mention first about anything they see in the picture ( starts from first picture). For example: A boy, uniform, building, etc.)
4. Teacher points the first student ( it can be from sitting position or presence list or lottery) to start making a simple sentence continued to the second student and so on.

Example:

Student 1: There is a boy in front of the building.

Student 2: There is a boy with red tie in front of the building.

Student 3: There is a school boy in front of the school building.

Student 4: There is a school boy in front of the school building with a red pants and black belt

Student 5: There is a school boy with a red pants and black belt and his three friends in front of the school building with a red pants and black belt

Etc.

Through this technique in teaching writing, students will be able to compose a good sentence and they are stimulated to make a long sentence they can. They do

not have to make a long sentence at one time, they just need to add one word ( it can be noun, verb, adjective, or adverb ). From the words that have been gathered from their previous friend, they can continue their sentences by adding their own new word.

#### **F. Basic Assumption**

Based on the explanation above that chain sentences is believed to be an appropriate technique to improve students' writing skill. It can help students to have writing habit which is so important for their education which is delivered in fun and enjoyable way. Chain sentence can help students to be able to construct in a long sentence. When students have been able to construct a good sentence, they will be easier to write anything in English whether in a short sentence or even a long one. After having the best way in learning writing, the students will be much easier to follow and to develop their writing habit.

#### **G. Hypothesis**

Based on the explanation above the researcher claims hypothesis that “ there is an impact of chain sentences on students' writing skill”.

