

## CHAPTER II

### THEORITICAL REVIEW

#### 1. The Nature of Writing

There are many experts stating the nature of writing. Here is the example. According to Lyons (1987: 1), writing is a form of problem-solving in which the writer faces two main tasks: a) generating ideas in language, and b). composing these ideas into a written structure adapted to the needs of the readers and the goals of the writers.

Lado (1961:248) defines writing foreign language as the ability to use the language and its graphic representation productively in ordinary writing situations. More specifically writing foreign language is stated as the ability to use the structures, the lexical items, and their conventional representation, in ordinary matter-of-fact writing.

Bram (1995:7) states that to write means to try to produce or reproduce written messages. It means that in writing students have to be able to find out their idea and then bring it into the written structure in well order. The use of grammar is very essential in this activity. One of the grammar aspects is the use of conjunction. By using the appropriate conjunction, the students will be able to compose their sentence, sentence to sentence or paragraph to other paragraph, therefore those writing will connect well. If there are many misused of conjunction, the sentences will be difficult to be understood by the readers. Furthermore, there will be

misunderstanding.

## 2. The Importance of Learning Writing

Halliday in Nunan (1991: 84) states that in modern language, writing serves a range of functions includes:

### a. Primarily for action

Public signs, e.g. on roads and stations; product labels and instructions, e.g. on food, tools or toys purchased; receipts; maps, etc.

### b. Primarily for information

Newspaper (news, editorials) and current affairs magazines; hobby magazines guided books; text books, report.

This part is the most important reasons for students to learn writing.

They are often asked to make report, summarizing lessons, etc. Those activities force the students to master writing.

### c. Primarily for entertainment

Light magazine, comics, fiction books, poetry, etc.

Besides that, writing is also important to be learnt since it can improve the students' critical thinking as stated by Martin in Nunan (1991: 87). He states that writing encourages the development of critical thinking which in turns encourage individuals to explore and challenge social reality, and that the learners who are denied the opportunity of developing

factual writing skills are also denied the tools which would help them to challenge their social reality. From this statement, we can conclude that writing helps the writer (in this case students) to face the real life situation. They have more chances to explore their knowledge through scientific writing.

### **3. The Meaning of Conjunction**

Conjunctions are words which link two clauses in one sentence. Below is a list of conjunctions, grouped according to the function they perform in a sentence (Dewhurst).

A conjunction is a joiner; a word that connects (conjoins) parts of a sentence ([Robert Harris 2009:1](#)).

### **4. Types of Conjunction**

According to Marcella Frank (1972:134) said that conjunction can be divided into three types. They are coordinate conjunction, correlative conjunction and subordinate conjunction. This thesis described the students' mastery in using subordinate and coordinate conjunctions in writing activity.

#### **a. Coordinate conjunction**

This type of conjunction joins equal sentence parts. They are actually used to join any parallel parts of the sentence.

There are seven coordinate conjunctions i.e.: and, nor, but, for, so, and

yet. All of them have distinct meanings.

1) **And** shows argumentation

My brother moved to Semarang, and I moved to Jakarta.

2) **But** and **yet** show contrast. Yet is sometime considered as a conjunctive adverb like however, rather than a coordinate conjunction.

Jono is handsome, but he is not clever.

Michele is a vegetarian, yet she eats chicken.

Yeyep earns a good salary, yet he never seems to have any money.

3) **Or** and **nor** show contrast or alternation.

Are you going to Prambanan, or will you stay at home?

I do not write Arabic, nor do I speak it very well.

4) **For** and **so** show reason.

That student failed, for he was very ill this year.

The books were very cheap, so I bought all of them.

Notice:

After nor the sentence pattern takes question word order, the verb or auxiliary before the subject.

b. Correlative conjunction

These conjunctions as seen in the case of compound subjects and predicates are used in pairs. They may be used to join two basic sentence patterns or two parallel elements of any kind. They are:

- 1) Either.....or.....
- 2) Neither.....nor.....
- 3) Both .....and.....
- 4) Not only.....but also.....

Example

- a. Either you will play, or I will complain.
- b. He failed not only chemistry but also Biology.
- c. Both Intan and Endri are in love to me.
- d. He is neither dependable nor trustworthy.
- e. Intan is not only dependable, but also trustworthy.
- f. Not only is he dependable, but also trustworthy.

c. Subordinate conjunction

Subordinate conjunctions allow a writer to show which idea is more and which is less important. The idea in the main clause is the more

important, while the idea in the subordinate clause (made subordinate by the subordinating conjunction) is less important. The subordinate clause supplies a time, reason, and condition, and so on for the main clause.

Type of Subordinate Conjunctions					
Time	Reason	Concession	Place	Condition	Manner
after	because	although	where	if	as if
before	since	though	wherever	unless	as though
since	so that	even though		until	how
when	in order that	while		in case	
whenever	why			provided that	
while				assuming that	
until				even if	
as					
as . . . as					
once					

Examples:

- Sally steamed the corn while Fred fried the steaks.
- After the rain stopped, the dog ran into the mud to play.
- I will wait you until you come.

Since there are many kinds of conjunctions; the writer needs to specify the conjunctions will be tested. The writer will take coordinate conjunction and subordinate conjunction of time as the materials to be tested.

## **5. The Importance of Learning Grammar in Writing**

The importance of learning grammar in writing is to make a good expression of idea in the form of sentences or text. Halliday (1985: xvii) states that a text is a semantic unit, not a grammatical one. But meanings are realized through wordings; and without theory of wordings-it is a grammar, there is no explicit one's interpretation of the meaning of the text. Thus the present interest in discourse analyses is in fact providing a context within which grammar has central place.

The importance of using conjunction

Based on the writer experiences and some supporting books, there are some reasons of learning to use conjunction. As the examples are as follows:

- a. It is important to use correct conjunction to connect two sentences or more.
- b. Conjunction is also used to achieve coherence. Coherence is achieved when sentences in a paragraph are connected each other well.
- c. By using conjunction we can simplify our sentences by combining two sentences having relation into one sentence.

## 6. Language Testing

According to Brown (1980: 209), a test is a method of measuring a person ability or knowledge in a given area. This has three main opinions. The first is that in testing we have to use a method of testing; second, a test has purpose to measure someone knowledge of something; and third, a test is given to measure a certain area of skill, example; grammar in English.

Copperud in Waridjan (1991 : 1) states that a test is a method that gives the students chances to show their knowledge and what they have learnt.

### a. The purpose of conducting a test

Each activity done in the process of teaching and learning has purpose.

Testing as one of the parts of teaching and learning also has purpose.

Nurgiyantoro (2001: 15) has listed a number of purposes of conducting test. They are:

- a) To know how far the purpose of teaching has been achieved.
- b) To give the objectivities of the teacher in observing the attitude of the students as the result of learning.
- c) To know the ability of the students toward a certain topic or lesson taught.
- d) To decide whether the students are appropriate or not appropriate

to get a higher level of education.

e) To give feedback for the teacher about the teaching activity.

By understanding those purposes of testing, in this case, the writer wants to find out the competence of the students in using conjunction in writing. It is suitable with the third purpose of conducting test.

b. Kinds of test

According to Nurgiyantoro (2001: 71) says that test generally can be divided into two types. They are subjective and essay tests. Subjective test is often called as essay test. Subjective test is a form of question which forces students to answer question using explanation in their own words. Objective test is often called as short answer test. This type of test forces students to give short answer, even sometime students just need to choose certain code that represents the answer.

In this case, the writer will focus in discussing objective test, since it will be used as the instrument to get data.

a) Kinds of Objective Test

There are many kinds of objective test.

1) True and false test

True false test is a form of test which consists of statement that

has two possibilities; true or false. The students have to understand the statement; if they think that the statement is correct, they answer correct, if it is wrong, they answer wrong.

2) Multiple choice test

Multiple choice test is a kind of objective test which gives the students some alternative answers, but there is only one correct answer.

3) Completion test

It is a kind of objective test which consists of statements which is deleted some parts of the statement. It is also called as close test in language domain. This kind of objective test will be used as instrument in this research.

4) Matching test

It is a kind of test that asks the students to match two statements in different group.

Since the writer will use the completion test as the instrument of the data collection, here the writer will discuss more about it.

b) The Technique of making completion test

1) Each statement or sentence which contains blank space

must have one possible correct answer only. If there is more than one possible correct answer, it will make the students confused.

2) The length of blank space is better to have the same length to avoid certain interpretation.

3) The position of blank space should be different each question.

c) Scoring System

In completion test, the way to score the students answer is by counting the number of correct answer.

## 7. Teaching Writing

Harmer (2004: 10) states some strategies for teaching writing. They are:

a. The way get the students plan

Before getting students to write we can encourage them to think about what they are going to write. It can be done by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this including, at one end of the scale, brainstorming (where students in pairs or groups come up with as many idea as they can through discussion) to more guided tasks where the teacher or the course book includes a number of

activities which leads students to plan for a forthcoming task. When students planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is and who is the audience is they are writing for.

b. The way we encourage them to draft, reflect and revise

Students who are unused to process writing lesson will need to be encouraged to reflect on what they have written, learning how to treat the first draft as first attempts as finished products. We may want to train them in using and responding to correction symbols. We may offer them revision “checklists” to be used when looking through what they have written with a view to making revision.

c. The way we respond to our students’ writing- in order for a process writing approach to work well, some teachers may need to rethink the way in which they react to their students’ work. In place of making correction to a finished version, they will need, at times, to respond to a work in progress. It may involve talking with individual students while other students are working on their own. Alternatively the teacher can read a draft and tell the students how the drafts could be reordered.

## **8. Grammatical Cohesion**

According to Harmer (2004: 23-24), grammatical cohesion is achieved in a

number of different ways. They are

- a. Pronoun and possessive reference- at various points in the text a pronoun or more frequently a possessive is used instead of a noun. Example: their refers to possessive of people, her refers to she.
- b. Article reference- articles are also used for text cohesion. The definite article as example, The is often used for anaphoric reference. For example, for the first time, a writer may write like this “they went to a beach in Cilacap.” But when it appears again it becomes “the beach is named Widara Payung.
- c. Tense agreement, the writer uses tense agreement to reach text cohesion. The tenses used depend on the time of the action written.
- d. Linkers (Conjunction) text also reaches cohesion through the use of linkers- words describing text relationship of “addition” (and, also, moreover, furthermore, of contrast (however, on the other hand, yet), of time (first, then, later, a while), etc.

This point will be the researcher point to find out the students’ ability in using conjunction or linkers in writing.

## **9. Error analysis**

Richard in Nababan and utari (1993:135) stated that there are two factors of causal error:

1. Interlingual error is a kind of error which is caused by the interference of the first language (source language) to the target language learned, such as error in phonology, morphology, syntax, vocabulary and culture.
2. Interlingual error is a kind of error caused by the difficulties that are experienced by the learners because of the target language itself.

The errors involved in interlingual error are:

1. Fossilization, whenever the error could not be or difficult to be corrected because it has been used for long time.
2. Over generalization, whenever the learner explains a norm of the target language not in the right position but wrong language item. As example: I give the flower for Intan. This sentence is correct. The students used for in all condition. They use for as “untuk” in context of conjunction. It is wrong.
3. Hyper correction, whenever the students would like to apply the target language norm that is considered right but actually not.
4. Ignorance of rule restriction, whenever the students do not know the simpler norm of the target language. As Example : I didn't eat nor I play scrabble. It must be: I did not eat **nor** do I play scrabble.
5. Incomplete application of rules, whenever the students do not apply the complete norm of certain language item in the target language.

6. False concept hypothesized, whenever the students have wrong concept or system of language.

There are some steps in analyzing error made by learner, according to van EK. In Nababan (1993: 137), the steps are:

1. Identifying error

It means teacher should be sensitive in recognizing errors made by learners,

2. Describing error

Globally, error can be described as the error on addition, omission, substitution, and word order.

3. Reconstructing the forms.

Here, the teacher reconstructs the wrong sentences becomes the right one.

4. Explaining error

Teacher looks for the cause of error according to certain classification.

5. Evaluating error

Referring to analyze data qualitatively and / or quantitatively.

6. Avoiding error

Teacher makes remedial exercise for the learner.