

II. LITERATURE REVIEW

In order to reach the goal of this reasearch, there are several points will be discused in this chapter. They are classifying like the following: concept of writing skill, aspects of writing, sentence combining, descriptive text, theoretical assumption and hypotheses.

2.1 Concept of Writing Skills

Theoretically, writing skills become an important part of communication. Good writing skills allow us to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Writing skills are productive skills in the written mode. Which are naturally more complicated than they seem at first, and often to be the most complex of the skills, even for native speakers of a language, since these skills involve not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

In other words, Writing skills are used as a means to communicate in very organized and logical way to convey message, ideas, and feeling in a written

form. Raimes (1983:76) states that writing skills are used to express ideas, feeling and thought to be arranged in words, sentences and paragraph. These skills also reinforce the use of sentence's structure and tenses, idiom and the choice of vocabulary correctly in order to make the reader get the idea clearly.

Writing, according to Barton (2000:5) is a complicated and often mysterious process. Although the writers may think of it as little more than arranging letters and words on a page, a few moments' reflection reveal that it is much more than that. Meanwhile, Meyers (2005:2) states that writing is a way to produce language that the writers do naturally when they speak. Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizing their ideas, putting them on a paper and reshaping and revising them. Palmer (1994: 5) adds that writing is recursive activities. Thus, it goes back and forth we plan a little, put words on paper, stop plan when we want to say next, go back and change a sentence, or change their minds altogether.

Furthermore, writing, as one of the productive skills, as noted earlier, is considered difficult, especially writing English as a foreign language. According to Axelord and Cooper in Ma'mun (2004:5) writing is a complex process and such contains element of mastery and surprise. This is reasonable true because when students intend to write something they should have a lot of information ideas, and thought in their mind so that they will be able to express them into sentences, and paragraphs.

In addition, according to Angelo (1989:5), writing is a form of thinking. It means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. Cohen and Reil (1989: 13) say that writing can be defined as communicate act, a way of sharing observation, thought, or ideas with ourselves and others, it is a tool of thinking. Thus, by writing we can tell about people, remember the facts and ideas.

In reference to the statement above, it can be logically inferred that writing is expressing ideas, facts, feeling, experience, and thought in written form. In writing, there are, among others, some aspects to be included, namely: the use of vocabulary, structure of the sentence, composition of the sentence, spelling and punctuation. These aspects are important to master in order to be able to produce good writing. The writing ability is the main activity of composition which should be systematical and detail.

2.2 Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001: 21) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics.

Naturally, content deals with thesis statement, topic sentence, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and

appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation which will be elaborated in the next part. While mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Harris (1979: 68) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavour to the writing). Since the focus of the study are on organization, vocabulary, and language use (grammar), so the basic framework will deal mainly with the three writing aspects above.

Moreover, Jacobson (2003: 35) states that in order to be effective, a piece of composition should meet the following qualities:

1. Organization

Organization is the progression, relatedness, and completeness of ideas. The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete. Organization refers to the logical organization of content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject inline with what is still only a half-formed notion

of purpose. The logical organization of content provides readers with a framework to help them fulfill their expectations for the text. A well-organized piece of writing supports readers by making it easy for them to follow, otherwise a poorly organized piece leads readers through a maze of confusion and confounded expectations. The ideas and actions should connect to each other in result that the reader could follow the idea clearly. Here is an example of a well organized paragraph that would make the reader follow the piece logically from beginning to the end:

My Guitar

My most valuable possession is an old, slightly warped blond guitar--the first instrument I taught myself how to play. It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked through the eye of a silver tuning key. The body of the Madeira is shaped like an enormous yellow pear, one that was slightly damaged in shipping. The blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago. No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it.

It can be seen that the paragraph above has the unity by seeing that each sentence has conjunction or connector such as *and* and the use of punctuation to give a clear and smooth description of the guitar. The paragraph contains sentences that are logically arranged (coherence) by seeing the development of the writing which has a clear topic sentence in the beginning, followed by supporting sentences with good vocabulary that makes the readers could understand the idea of the paragraph clearly.

2. Vocabulary

Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. A good vocabulary will provide for clear communication of your ideas and thoughts. The selection of words those are suitable with the content naturally refers to select a general topic and then gradually narrow down to an appropriately specific topic. This approach is most helpful to consider the selection words that compatible with the topic. The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing. For example, if the topic is about mother, then the selection of words would be: *nice, wonderful, proud, cook, love, clean, make, sweep, housewives, beautiful, everyday, everytime.*

3. Language use (grammar)

People associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning.

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words , phrases,

clauses, and sentences to bring out logical relationship in paragraph writing. Theoretically, words denote any group of characters separated by spaces or punctuation on both sides. Words is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning). This contrasts with a morpheme, which is the smallest unit of meaning but will not necessarily stand on its own. A word may consist of a single morpheme, for example: *oh!*, *rock*, *red*, *quick*, *run*, *expect*, or several: *rocks*, *redness*, *quickly*, *running*, *unexpected*, whereas a morpheme may not be able to stand on its own as a word (in the words just mentioned, these are *-s*, *-ness*, *-ly*, *-ing*, *un-*, *-ed*).

Phrases denote a group of words that stand together as a single unit, typically as part of a clause or a sentence. It does not contain a subject and verb and, consequently, cannot convey a complete thought, for example, *smashing into a fence*. Clauses denote a group of words that includes a subject and a verb, for example, *she laughs at different men*. Sentences denote a group of words that are put together to mean something. A sentence is the basic unit of language which expresses a complete thought by following the grammatical rules of syntax, for example, *Yesterday, Mary wrote letters to her mother*. Grammatical rules of syntax can mean the selection of a word or the word's tense, the arrangement of the words and the selection of the punctuation.

2.3 Concept of Sentence Combining

Sentence combining is the practice of “putting together strings of basic kernel sentences into more complex, syntactically mature and fluent sentences” (Savage, 1979: 11). A kernel sentence does not contain any optional expression and is simple in the sense that it is unmarked in mood, therefore, it is indicative. It is also unmarked in voice therefore it is active rather than passive. And, finally, it is unmarked in polarity therefore it is a positive rather than a negative sentence (Moitra, 1998: 9). The example of basic kernel sentence; “*My dog is fat. My dog is black,*” the writer can learn through sentence combining practice to combine these kernel sentences into more syntactically mature and fluent sentences, such as “*My dog is fat and black*” or “*The fat black dog is mine,*” depending on what idea in the sentence the writer wish to emphasize. The strategy of sentence combining is one way students can improve their syntax. According to the aforementioned definition of grammar, syntax is one aspect of grammar. Stated by Merriam Webster dictionary, syntax is “the way in which linguistic elements (as words) are put together to form constituents (as phrases or clauses)”. While the focus in this research is the improvement of students’ writing achievement, the direct effect of these improvements is also an improvement in written composition. The primary goal of exercises in sentence combining is not to produce longer sentences but rather to develop more effective ones.

Frank O'Hare (1973: 7) defines sentence combining as “a type of pedagogy involving sequence practice of specially formulated print-based exercises through which a student is said to acquire dexterity in complex sentence structure”. Nutter

and Safran also acknowledge Chomsky's contribution: sentence combining derives from Noam Chomsky's (1965) theory that the basis of grammar is the irreducible sentence (the "kernel") and that the structure of grammar is the syntactic operations (the "transformations") we perform on kernels to generate new sentences.

The most obvious way to combine two or more sentences is to connect them with conjunction or conjunctive adverbs (George and Dorothy, 1981: 5). Each sentence in such a combination is then referred to as a clause. Sometimes the logical relationships among the clauses will be immediately obvious, and the choice of connective will be relatively automatic.

There are number of different ways to combine sentences, they are systematically illustrated as follows:

- a. Punctuation: Sentences can be combined by using special punctuation marks. We know that a period [.] question mark [?] and exclamation point [!] are used at the end of a sentence, so they cannot be used for combining sentences. We also know that a comma [,] is not strong enough to connect 2 sentences. There are 3 punctuation marks that are stronger than a comma but weaker than a period, question mark, or exclamation point. These are the dash [--] colon [:] and semi-colon [;].
 1. A dash is used to add more information about some part of your sentence, e.g, *Abby gave me a terrible haircut—and she expected a tip!*

2. A colon is also used to add more information and especially to give examples of something in the sentence, for example, *He plays many sports: soccer, baseball and basketball.*
3. A semi-colon is used to connect clauses and is the most important punctuation mark for combining sentences, e.g, *“Some people write with a word processor; others write with a pen or pencil”.*

A semicolon can also be used to connect clauses together with special linking words namely:*however, moreover, therefore* which grammar books call conjunctive adverbs. Here are the examples:

1. However : *“We wanted to spend the day at the beach. It was raining. We stayed home”*
“We wanted to spend the day at the beach; However, it rained so we stayed home.”
2. Moreover: *“He set a new record in the race. it was his third record of the month”*
“He set a new record in the race; Moreover, it was his third record of the month”
3. Therefore: *“John was tired after a long day at school. John immediately took a nap when he got home.”*
“John was tired after a long day at school;Therefore, he immediately took a nap when he got home.”

b. Coordination: Coordination is a way of adding sentences together. In this type of sentence the 2 or more sentences (clauses) which are combined are equal partners. One clause is not more important than the other grammatically. Words that connect clauses in this way are called coordinating conjunctions and the most common ones are: *and, or, but, so*. For examples:

1. Conjunction *and* is used to join clauses that contain additional information, e.g, *I bought a ticket and I got on the bus.*
2. Conjunction *or* is used to join clauses that contain choices or alternatives, e.g, *Write me a letter or send an e-mail message.*
3. Conjunction *but* is used to join clauses that contain opposing ideas, e.g, *I arrived early but no one was there.*
4. Conjunction *so* is used to join clauses that contain ideas of cause and effect, e.g, *The jacket didn't fit so I took it back to the store.*

c. Subordination: Subordination is a way of combining sentences that makes one sentence more important than the other. One sentence is under the other sentence (sub means under). Sentences that use subordination have a main clause or independent clause and one or more subordinate clauses or dependent clauses. One or more of the sentences being combined is reduced from an independent clause to a dependent clause by adding words as *after, when, although, if* or such words as *who, what, that* (called relative pronouns). Here is an example:

Basic kernel sentence : The two countries reached an agreement on trade policies. They then were able to complete their peace treaty.

*Sentence combination : **After** the two countries reached an agreement on trade policies, they were able to complete their peace treaty.*

- d. Reduction: We can go one step beyond reducing one of the sentences to a subordinate clause. We can reduce it to less than clause. We can reduce it to a phrase (a group of words without both a subject and verb). A sentence may be reduced to a:

1. participial phrase: *The boy, scared by the movie, began to cry.*

The boy was scared by the movie. The boy began to cry.

2. Gerundphrase: *Studying for the test increased his confidence.*

He studied for the test. He felt confident.

- e. Apposition: In apposition, we take a word or phrase and place it in a parallel position to a noun in the sentence. An appositive is like a parenthetical statement surrounded not by parentheses but by commas.

Here is an example:

1. Basic kernel sentences: *Sara was the most serious student in the class.*

Sara always did her homework.

2. Sentence combination: *Sara, the most serious student in the class,*

always did her homework.

(<http://esl.us.com/LESSONS/GRAMMAR/COMBINE/S1.htm>)

To be more concrete, here is an example how to combine basic kernel sentences into more complex sentences forming a paragraph:

Draft 1:

It was my birthday. I ask for a bike. My parents bought me a red bike. It had white strips on the fenders. I like to ride my bike everywhere. I like to ride on smooth payment best. I am not allowed to ride on the sidewalk. People walk on the side walk. If I have time. I ride on the bike trail in the park.

It can be noticed that:

Sentence 1: *It was my birthday.*

Sentence 2: *I ask for a bike.*

To construct compound sentence, these two sentences should read: “*It was my birthday, so I ask for a bike*”.

Clause 1: *My parents bought me a red bike.*

Clause 2: *It had white strips on the fenders.*

To construct complex sentence, these two sentences should read: “*My parents bought me a red bike, and it had white strips on the fenders*”.

Sentence 1: *I like to ride my bike everywhere.*

Sentence 2: *I like to ride on smooth payment best.*

To construct compound sentence, these two sentences should read: “*I like to ride my bike everywhere, but I like to ride on smooth payment best*”.

Clause 1: *I am not allowed to ride on the sidewalk.*

Clause 2: *People walk on the sidewalk.*

To construct complex sentence, these two sentences should read: *“I am not allowed to ride on the sidewalk **because** people walk on the sidewalk”.*

Clause 1: *If I have time.*

Clause 2: *I ride on the bike trail in the park.*

To construct complex sentence, these two sentences should read: *“**Whenever** I have time, I ride on the bike trail in the park”.*

Draft 2:

It was my birthday, so I ask for a bike. My parents bought me a red bike, and it had white strips on the fenders. I like to ride my bike everywhere, but I like to ride on smooth pavement best. I am not allowed to ride on the sidewalk because people walk on the sidewalk. Whenever I have time, I ride on the bike trail in the park.

For the sake of brevity, after the classification of the subdivision of sentence combining presented previously, it now can be clearly seen that sentence combining can appear in dozens of ways in the classroom. Depending on the grade, level, and syntactic maturity of students, there are many different ways to teach the combining of sentences.

In line with the statement above, it can be concluded that sentence combining is the process of joining two or more short, simple sentences to make one longer sentence--an alternative to traditional grammar instruction.

2.4 Notion of Descriptive text

Descriptive text is one of the texts taught in KTSP besides, narrative, spoof, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

2.4.1 Concept of Descriptive Texts

Wishon and M. Burks (1980:14) say that the descriptive text is a description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. Furthermore, they state that description of text used to create a visual image of people, places, even of units all time – days, times of day, or seasons. The others state that description is a piece of writing or speech that says what someone or something like (Sofyanda (2007:40).

This descriptive text is a text which lists the characteristics of something (Larson (1984: 366).

In short, based the definition above, the concept of descriptive text can be concluded that description a piece of writing or speech that says what someone or something is like where it can create a visual image of people, place, even of units all time – days, time of day, season, of lists of the quality and the characteristic of something.

2.4.2 Elements of descriptive texts

Social function of communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly. According to Sofyanda (2007:40) the element of descriptive text is divided into two kinds

are;identification and description. To achieve its purpose, the descriptive text will move through a different set of stage:

1. Identification : identifies phenomenon to be described
2. Description : provides details of topic such as parts, qualities characteristic, etc.

The stage above are the generic structure or text organization of the descriptive text. The structures of descriptive text mostly use simple present tense, but sometimes it uses simple past tense when the person, thing, or place that is talked about no longer exists. Tolkien (2010) states that descriptive text writing, sometimes called "showing writing" is writing that describes a particular person, place or event in great detail. Descriptive writing uses a lot of flowery adjectives and adverbs to describe what is going on or how something appears. So, the elements of descriptive text is used the definition and classification for introduces person, thing, or place that will be described and description describing for the pictures of the characteristic of the person, the thing or the place that's talked about.

Here is an example of descriptive text about a mother:

My Mother

My mother is a wonderful mom. She looks beautiful because she has brightest skin in my family. My mother has a pointed nose and little eyes. Her eyebrows are almost invisible because they are so rare. She is short woman, but I don't care about it, I still love her anyway. My mother is a working woman as a

Identifi
-cation

Descri- ption

civil servant in Jombang local government. Everyday she always faces her laptop to do her jobs. Sometimes she has to go back to her office in the evening after receiving a sudden job, then she rides her car by herself.

My mother is a busy woman. But she has full love to give to her children. I'm proud of being her daughter.

2.5 The Procedure of Teaching Writing through Sentence Combining Practice

The material is presented using the followings stages:

My Bicycle

It was my birthday. I ask for a bike. My parents bought me a red bike. It had white strips on the fenders. I like to ride my bike everywhere. I like to ride on smooth pavement best. I am not allowed to ride on the sidewalk. People walk on the sidewalk. If I have time. I ride on the bike trail in the park.

The procedure of Teaching Writing through Sentence Combining Practice:

Pre-writing activity:

- a. The students are asked to mention their special thing, e.g.

T: Students, what is your most favorite thing?

S: I think, the most special thing is my bicycle, Mam.

- b. The students are asked what they know about descriptive text is?

T: Do you know what descriptive text is?

S: Yes, I know Mam, descriptive text is a text that describes about something.

T: That is good, Descriptive text tells about a person, a place, or a thing.

- c. The students are explained about the generic structure, language features, and social function of the text, e.g.

T: Let me explain about the generic structure, language features, and social function of descriptive text.

- d. The students are explained about sentence combining using punctuation, coordination, and subordination, e.g.

T: Let me explain about sentence combining using punctuation, coordination, and subordination

Writing activity:

- a. The students are asked to make group in pair, e.g.

T: You can make a group with your chairmate.

- b. The students in group are given copies of descriptive text which consists of nothing but short, choppy sentences, e.g.

T: Here is an example of descriptive text

- c. The students revise the story by combining simple sentences into complex sentences.

T: You may discuss with your friend the revision of the story by combining simple sentences into complex sentences.

S: Yes, Mam. We will revise the story by combining simple sentences into complex sentences.

- d. The students write their revised versions on a blank transparency.

T: Please write your revised versions on a blank transparency

- e. The students share the different versions on the overhead and discuss the different ways that students combined their sentences.

T: After you finish the writing, we will share the different versions on the overhead and discuss the different ways that students combined their sentences.

S: Yes mam, we will.

Post-writing activity

- a. The students reflect on the lesson they learned.

T: What did we learn today?

S: We learn what descriptive text is and how to combine sentences using, punctuation, coordination, and subordination.

- b. The students are given the homework

T: Here is your homework, you can submit it and we will discuss it on the next meeting

S: Yes, Mam.

T: Good bye

S: Good bye, Mam, thank you.

2.6 Theoretical Assumption

There has been assumption on this study that is the teaching writing to the students faced some problems. Students found that writing skill is not interesting and frustrating, which can lead them to an avoidance of writing and contribute to poor overall academic achievement.

In teaching writing, there are many techniques that can be used by the teachers to reach the goal of teaching learning process. Sentence combining practice is a technique that can be used to teach writing skill. It is also a tool that helps the Students to learn to create more mature and interesting sentences by combining short, simple sentences and helps the writer place greater emphasis on the more important and relevant feature, depending on his or her intent. The researcher takes a conclusion that this technique probably work effectively in her classroom as well. It is hoped through applying sentence combining practice; the students writing skill will improve. And the teacher teaching writing strategy is also enriched.

2.7 Hypothesis Test

H_0 : There is significant improvement of students' writing achievement before and after pretest and posttest through sentence combining practice.

H_1 : There is no significant improvement of students' writing achievement before and after pretest and posttest through sentence combining practice.

Besides the hypothesis above, the researcher also has another hypothesis states that organization is the most affected aspect in rising point.