

## CHAPTER II FRAME OF THEORIES

### 2.1. Concept of Writing

Writing is an active process of expressing ideas, thought, feelings of the writer. Through to express these ones, a writer is hoped to be able to send his messages in right order to readers. If he or she able to share his or her right messages to the readers, it means that there is communication between them. As Lindeman (1982:11) stated that writing is a process of communication which uses a conventional system to convey the meaning to the receiver. It means that writing we always involve information from the writer to the reader to make the communication meaningful or understandable to the reader.

As a matter a fact, the students need guidance in writing because they will be easy to express their ideas. River (1978:245) said that to be able to write in foreign language, the students must be trained systematically through five steps of development that is: copying, reproduction, recommendation, guided writing and composition. From this statement, the writer thinks that as a teacher we must have a system to train our students in writing. They must be able to copy the material or write what the teacher asks, they must be able to reproduce what the teacher says, and they must be able to compose their ideas in good composition.

Writing is a means of communication similar to speaking. Communication is not only through speaking but it can be also through writing because in writing a

writer can communicate with the reader. He will express his ideas in the written form. In this case, the writer tries to make the reader know about his ideas or opinions. It means that there is a communication between the writer and the reader.

According to Byrne (1988:4), there are three problems why writing is difficult to be learnt, they are: psychological problem, linguistic problem, and cognitive problem.

### 1. Psychological Problem

It means that writing is essentially a solitary activity and the fact that we are required to write on our own, without possibility or interaction or benefit of feedback.

### 2. Linguistic Problem

Naturally when we speak, it should be done spontaneous by sense, we have little time to pay attention either to organize our sentence structure or to connect our sentences, but in writing we have to compensate for the absence of these features, we have to keep the channel of communication open through our choice of our sentence structure and by the way our sentences are linked together and sequenced, that the text we produce can be interpreted on its own

### 3. Cognitive Problem

Practically, writing is learnt through a process of interaction. We have to master the written form of the language and to learn certain structure which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. Thus, the writer thinks that if every teacher understand

them and then he or she want to try to solve the problem, it will be easy for him to teach writing in the class. Because her or she has known the problems which are going to be faced by the students writing.

Further more, Byrne (1988:1) added that when we write, we use graphic symbol, that is a letter or combination of letter which relate to the sound we make when we speak. It means that in writing, we arrange or combine letter that build the sound when they are used. It can also be used to help the people who are difficult to speak when they want to communicate with other people. Take for example, if the students are difficult to communicate with others, they can write what they want to speak

## **2.2. Concept of Syntax in Relations to Writing**

Syntax is clause or a word group that has a subject and a verb that makes sentence when it stands alone. In this case this knowledge is used as the basic ability in writing “Compound subjects” or two or more verbs, which are called “compound verbs”. Syntax may be as short as two words, or they may be made much longer by adding different kinds of phrases or word groups without subjects and verbs that cannot stand alone. For practical reason, simple sentence is just called sentence. It means that a sentence is a full predication containing a subject plus a predicate with a finite verb, Frank (1972: 220). It is clear that knowledge of syntax is useful as the basic skill of writing. Theoretically, these are sometime of sentences. They are simple sentence, compound sentence and complex sentence.

Thee are the example:

There are some elements of writing skills that are needed in teaching writing such as grammar, sentence organization, vocabulary, and mechanic. These elements can not be separated each other (Widdowson, 1984:3).

### **2.2.1. Simple sentence**

Simple sentence is a sentence structure that contain on independent clause and involved clause, contains a subject and a verb, and it expresses a complete thought, i.e.

- a. I like apple.*
- b. She read a book.*
- c. My father works in the office.*

### **2.2.2. Compound sentence**

Compound sentence is composed of at last two independent clause. It does not require a dependent clause. The clauses are joined by a coordinating conjunction (with or without a comma). A conjunction can be use to make a compound sentence. the use of comma to separate two independent clauses is called a comma splice and generally considered an error.(when used in the English language), e.g.

- a. I tried to speak English, and my friend tried to speak Spanish*
- b. Indro played football, so Maria went shopping.*

### **2.2.3. Complex sentence**

A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as because, since, after, although, or when or a relative pronoun such as that, who, or which. In the following complex sentences. e.g.

- a. My friend invited me, but my parents didn't let me go.*
- b. Do you want to stay here, you like to go to the market with*

Thus, it appears that syntactical rules are used as the basic skills in acquiring writing skills. Thus is so, because this leads students to writing correct grammatical sentences.

### **2.3. Concept of Chain Card Game Technique**

Game has a very high use for teachers of foreign language because game may give chances for students to use their certain language skills in not so informal situation (Carrier, 1982). Furthermore, a game is an activity with a goal and element of fun (Hadfield, 1984). Chain Card Game is a new technique which the researcher designs and proposes as a technique for teaching and learning English. The term of Chain Card Game is chosen by considering the way of how to play it. Players play the cards like playing bridge cards. The different is that in this game the players arrange the cards to make simple descriptive sentences. The cards for this game are made of thick paper with 5 centimeters width and 8 centimeters length, but they can be modified in any size by considering their practical use of playing. The card may contain subject, verb, helping verb, noun, picture, adjective, pronoun.

### **2.4. Principles of Chain Card Game Technique Application**

The main principles of Chain Card Game technique is that in acquiring language skill especially writing, the students inquire, arrange words, write, and revise based on the discussion guided by the researcher. Another principle is that the students will learn English more happily because they can achieve their goal of

learning with a fun. Learning with a fun will challenge and encourage the students to take part actively in it.

### **2.5. Procedures of Chain Card Game Technique**

The procedure of Chain Card Game technique is as follow:

- 1) The researcher prepares six sets of card. Each set consists of 60 cards. The first twenty is for subject, the second twenty is for predicate (to be and has/have), and the third twenty is for complement (adjectives or noun phrases).
- 2) The teacher asks the students here are six sets of card.
- 3) The teacher divided the students into six groups which consist of six to seven students each group.
- 4) The teacher tells the students about the objectives of learning English using the Chain Card Game technique.
- 5) The teacher shares the cards to the groups, one set each.
- 6) The teacher asks one student from each group to shuffle the cards and share the cards to all group members.
- 7) The teacher asks one student from each group to throw his card on the table in open position as the starting point.
- 8) The teacher asks the student on the right of the student who starts the game to continue throwing the next card orderly to form a sentence and so forth.
- 9) The teacher asks the student after a sentence is formed the last student who completes the card arrangement has to write the sentence on the worksheet prepared. In one round, each group has to make as many as twenty sentences.

- 10) The teacher asks when the students can not make any sentences anymore, but they still have some cards in their hands, they must stop playing and it means that one round of playing has completed.
- 11) The teacher asks the student after finishing one round, it's the time for each group to arrange the cards together based on the sentences they have written. Then each group checks whether their writing and spelling are correct based on the cards.
- 12) The teacher asks the students submit the result of writing to the teacher.
- 13) The teacher asks the students to play the next round. The set of the card they have used must be swapped to that of another group in order the students be able to form other sentences than those they have written previously.

The application of the technique can be classified bellow:

*T: Students here are six sets of card, this card contains some words a bout parts of speech: noun, verb, to be, and adjective.*

*S: What should we do sir?*

*T: Now, I would like to have some groups.*

*S: How many group are there, sir?*

*T: Alright, please form six groups and each group consists of seven students.*

*S: We like it sir.*

*T: Now, I want to share each group one set.*

*S: Yes, Sir.*

*T: Each group chose one of student to throw the card on the table in open position.*

*S: Alright, sir. I want to do it.*

*T: Then the students on the right to continue throw the next card orderly to form a sentence and so forth.*

*S: Me, sir. The next students want to throw the card.*

*T: Students, after a sentence is formed, the last student who completes the card arrangement has to write on the worksheet prepared, each group has to make simple paragraph. They must stop playing if they still have card in their hands, it means that one a round of playing has completed. Then each group checks whether their writing and spelling are correct base on the cards. You submit the result.*

*S: Now, we want to submit the result of writing.*

## **2.6. Advantages and Disadvantages of Chain Card Game Technique**

Based on the application of Chain Card Game technique in teaching writing especially writing simple paragraph, many advantages can be taken from it. But of course, there are also some disadvantages found. In order to get more clear information in detail, the advantages and disadvantages of using Chain Card Game technique can be elaborated as follow:

### **2.7.1. Advantages of Chain Card Game Technique**

- 1). It encourages the students to be actively involved in teaching learning process. Each student has their own role to arrange the cards in turn. It makes each student thinks to do his/her “duty” because when he/she has a turn he/she has to find his/her suitable card to the previous one.



- 2). Chain Card Game technique is a kind of “game” in which there is a game in it. The students learn in not so formal situation. It makes the students enjoy the learning. Joyful learning can stimulate the students to be more interested in learning process and it will enable the students to achieve their competence in writing simple descriptive sentences.
- 3). By Chain Card Game technique the students inquire their knowledge in writing simple sentences. It means that they can build their own knowledge by undergoing some real experiences. The experiences may give strong and longer impact on students’ memory so that students can learn much more easily.
- 4). Group work or learning community in Chain Card Game technique may give students chances to build social interaction among them. They can solve some problems together for the sick of together needs. The students can also share their experiences and knowledge with their friends.

### **2.7.2. Disadvantages of Chain Card Game Technique**

- 1). To apply the Chain Card Game technique the teacher must do extra works for preparing the cards, thinking about sentences to write, and writing the fragments of the sentences on the cards
- 2). The teacher must be creative in managing seats arrangement for group work. The seats must be arranged in such a way that the students can learn comfortably and the teacher can monitor each group easily and properly.

- 3). To play this Chain Card Game technique, most students will need more time so the teacher must be able to manage the time as well as possible in order the students can achieve their objectives of learning.

## **2.7. Hypothesis of the Research**

The hypotheses of the research are listed in accordance to the identification of the problems as follow:

- 1). Through Chain Card Game technique the class VII.C students of SMP Negeri 1 can improve their ability in writing simple paragraph.
- 2). Through Chain Card Game technique the class VII.C students of SMP Negeri 1 can improve their vocabulary