

II. FRAME OF THEORIES

This chapter discusses about linguistic units and sentence structure, the concept of writing, concept of teaching writing in the classroom, concept of jumbled sentences, and procedure of teaching writing through jumbled sentences clarified like the followings.

A. Linguistic Units and Sentence Structure

Burton and Robert (1986: 7) points out that structure is fundamental to study of syntax, by analyzing linguistic expressions into their constituent parts, identified these categories of those constituents. Syntactic descriptions have taken the sentence as their starting point, smaller units being primarily regarded as “building block” of sentence. Sentence consists of words. However, if sequence of words is to constitute a sentence, it must be meaningfully organized. The different order of the words entails a difference in their structure and their meaning. For instance;

- (1) *The student is less active in this class.*
- (2) *The student in this class is less active.*

In sentence (2) *in this class* now primally combines with *the student*, whereas *less active* relate to the combination *the student in this class* as a whole.

The difference in meaning is that in (1) a particular student (then the speaker has been talking about) is said to be less active in this class (than in other), but that in (2) the student in this class is said to be less active (than other student in other class). Word order, however, is not the only factor that determines sentence structure.

The structure of sentence also depends on the individual meaning of the word or group of words making up the sentence, for example:

(a) Nina is waiting for two friends;

(b) Nina is waiting for two minutes. (a) And (b) sentences have different structures. This cannot be due to word order, but must be attributed to the fact that the last words are different and consequently, contribute different meaning of the total meaning of the whole sentence. That the structures of the (a) and (b) sentences are different, i.e., in (a) *For* goes with *waiting*, where as in (b) it combines with two *minutes*.

Adelstein and Pival (1988:350) point out that, grammatically, a sentence is a structure composed of a *subject* (S) that state the *topic* of the sentence and a *predicate* (P) that makes a *comment* about the topic. Together the subject and predicate express a complete idea or unified statement about a given topic. The predicate consists of a tense carrying *verb* (V) and usually a *complement* (C) a word or words closely allied to the verb and completing the comment. A complement can be a *noun phrase object* (my mother, John); an *adjective* (sour, beautiful); or, in the sentence pattern subject + be + adverb, an *adverb* (there in the morning).

I like fruits salad, but I don't like tomato even though it is good for eyes.

Sentence itself can be arranged into paragraph. A group of sentences can be said as a paragraph if develops one main idea, has topic sentence, supporting sentences and a concluding sentence.

Syntactic units play an important role in forming meaningful sentence structure because they have their own specifiable position in the structure of the sentence largely determines the arrangement of the words. The structure can be recognized in languages at every level of analysis: morphemes combine to build words, words combine to build phrase, phrase combine to build clause, clauses combine to build sentences, and sentences combine to build paragraphs. They are combined into larger ones in particular orderly ways determined by the rules of the language.

Naturally, sentence structure is the basic component of writing skill since it is the Ability to express ideas in written form, in a single sentence or more. It is essential in distinguishing between the string of words which are well- formed expression in the language and those which are not. The structure of the sentence influences the meaning of the sentence. It becomes necessary to go beyond the idea that sentences simply consist of words strung together in line to construct a good paragraph in paragraph writing.

B. Concept of Writing

Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the language skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but development and presentation of thoughts in a structured way (Orwig,1998).

Linderman (1982:11) said that writing is a process of communication using Conventional graphic to convey a message to the reader. Writing skills with the Ability to arrange the graphic system such as letter, word, and sentences of a certain Language being used in written communication in order that the reader can understand the message or information.

According to Tarigan (1987:7), writing is a language skill that is used for indirect communication. The students can communicate their ideas and thought to others through a written form such a letter, message, or information. Based on the definition above, it can be concluded that writing is important means of indirect communication that referred to the productive and expressive activity. In this case students are expected to be able to express their ideas, feeling, and thought in written language.

In writing activity, writers can be said successful in their writing that contains some aspects of writing as follows:

1. Content refers to the substance of writing, the experience of the main idea, i.e., Groups of related statements that writer presents as unit in developing a subject. Content paragraph does the work of conveying ideas rather than fulfilling special Function of transition, restatement, and emphasis.
2. Organization refers to the logical organization of the content. It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of its subject in line with what is still only a half-formed notion of purpose.
3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
4. Grammar or language use refers to the use of the correct grammatical form and Syntactic pattern on separating, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic refers to the use of graphic conventional of language, i.e., the steps of Arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another. Based on the definition above, it can be concluded that writing is important means of indirect communication that is referred to the productive and expressive activity. In this case, students are expected to be able to express their ideas, feeling and thought in written language (English).

C. Concept of Teaching Writing in the Classroom

Teaching writing means that it requires the element of writing skills including content, grammar, sentence, organization, vocabulary, and mechanic.

Then the teacher must guide the students to be able to express their skills in writing well. In relation to teaching writing, Harmer (1984:3) points out that there is certain particular consideration that needs to be taken into accounts, such as sentence organization, paragraph arrangement, and coherence.

Raimes (1983) gives the reasons for teaching writing “We frequently have to Communicate with each other in writing” and” Writing reinforces grammatical Structures, idioms, and vocabulary.”Teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluated directly by the listener. However, in writing, the writer might have enough time to express the idea in written form.

D. Concept of Recount Text

When one writes recount writing, he expresses something in his mind about text that its purpose is to retell event. Recount is the most common kinds of texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts; they are used to create factual accounts of events (either current or historical). Recounts can entertain and/or inform like all text types, variants of recounts can occur and they can be combined with other text types. For example, newspaper 'report' on an event often consists of a recount of the event plus elements of explanation or other text types.

The following is the generic structure and language feature of recount text (Derewianka, 1990:145, in [http://wikipedia.org/wiki/recount text](http://wikipedia.org/wiki/recount_text))

The Generic Structure;

- Orientation – scene setting opening, it given the readers the background information needed to understand the text such as who was involved, where it happened, and when it happened.
- Events- recount of the events as they accrued, for example, *I saw a book.....*these events may be elaborated on by adding, for example, descriptive details.
- Reorientation – a closing statement: When I got back, I told my mum (with elaboration in more sophisticated text)

The language features, it means that the applications of language feature of the text in teaching learning process were:

- Written in the past tense, e.g. I went
- In chronological order, using connectives that signal time, for example, then, next, after, meanwhile.
- Focused on individual or group participants, for example, in the first person: I, we, or third person: he, she and it.

Base on the statement above the researcher conclude that the past tense, in chronological order, using connectives that signal times, focused on individual or group participants.

The following is an example of recount writing (quoted from Book LKS, Agung Pratama, 2010, class VIII).

A TRIP TO PARAPAT

Last Saturday was a public holiday. The students of SMP 1 Medan took a trip to Parapat. They hired three buses. They were new and luxurious.

In the morning the students woke up early Their mother prepared some food, drinks, and fruits for them Their parents took them to the school. These buses were already there. Some students were in buses. Their parents were waiting on both sides of street. At six o'clock the buses left their school. The students looked very happy and started to sing.

At nine o'clock they reached parapat. The students hurriedly got out of the buses and carried their things and food. They gathered under a big tree. After they took a rest, they had their meals.

At about ten o'clock some of the students changed into their swim suits and ran into about for a soil. At three o'clock the teachers called the students together because it was time to go home. In summary, the trip was very enjoyable. This place is so impressive with its beautiful panorama and boat ride.

A TRIP TO PARAPAT

Orientation:

Last Saturday was a public holiday. The students of SMP 1 Medan took a trip to parapat. They hired three buses. They were new and luxurious.

Event 1

Their mother prepared some food, drinks, and fruits for them. Their parents took them to the school. These buses were already there. Some students were in buses. Their parents were waiting on both sides of street. At six o'clock the buses left their school. The students looked very happy and started to sing.

Event 2

At nine o'clock they reached parapat. The students hurriedly got out of the buses and carried their things and food. They gathered under a big tree. After they took a rest, they had their meals.

Event 3

At about ten o'clock some of the students changed into their swim suits and ran into about for a soil. At three o'clock the teachers called the students together because it was time to go home.

Re- orientation

In summary, the trip was very enjoyable. This place is so impressive with its beautiful panorama and boat ride.

E. Relationship of Jumbled Sentences Practice with Writing Skill

Manka (1996: 38) states that organization of logical order is actually an activity of writing in which the writers are arranging words in a sentence or arranging jumbled sentences in a paragraph. Ordering jumbled sentence shows sentence organization in a text that is coherent and cohesive.

Jumbled sentences are a group of sentences arranged in illogical order. In relation to the characteristics of jumbled sentences practice mentioned previously, it can be categorized as controlled writing.

Raimes (1983:95) points out that controlled writing is all the writing students do for which a great deal of the content and / or form is supplied. It is the opposite of free writing, where the students generate, organize, and express their own ideas, in their own sentences. In controlled task, more is given to the students: an outline to complete, a paragraph to manipulate, a model to follow, or passage to continue, for example.

Controlled writing is useful tool at all levels of composition teaching and not just in the early stages before students has gained enough fluency to handle free writing. Controlled writing tasks give students focused in getting words down on paper and in concentrating in one or two problems at a time; they are thus spared from tackling the full range of complexity that free writing entails.

For the teacher controlled writing is easier to mark and much less time consuming, so more can be assigned. If the student is steered away from choosing content or what to say about a topic because it is supplied, then both the student and the teacher can devote full attention to mastery the local point of the controlled writing, whether that is the use of past tense ending or the tenses used in indirect speech.

Raimes (1983 : 93) states the controlled writing can fit into a composition curriculum At any level of students' ability in these two places:

1. Before free writing, when students practice a grammatical point or syntactic Structure within a text and just as sentence exercise, and, at the same time, use

that text as a source of vocabulary, ideas, idioms, and organization to help them in planning their own piece of writing.

2. After free writing, when we see what problems our students are having and assigned a controlled task to give the practice with the problem areas. When students write controlled writing exercise, they are given a passage to work with; they do not, therefore, have to concern themselves with content, organization, finding ideas, and forming sentences. Controlled writing focuses the students' attention on specific features of the written language. It is good method of reinforcing grammar, vocabulary, and syntax in content. In addition, as the students write the passages, they are using the conventions of written English, such as indentation, punctuation, connecting words, and spelling (Raimes, 1983:97).

Controlled writing can also be in the form of jumbled sentences. In this case, if the paragraph is unified, coherent, and well supported, the sentences in the paragraph could be mixed up (that is "jumbled"), and then reassembled by a reader who is not the author of the paragraph.

To be clearer, here is the example of jumbled sentences of paragraph exercise.

1. Jumbled sentences:

FEVER

1. Then, on the third day, his body became stronger.
2. His temperature was 39C.
3. Tom was sick. He had a fever.

4. The doctor examined him and wrote a prescription for medicine.
5. His mother took him to the doctor.
6. Tom had to stay at home for three days.
7. They told him about the lesson, the teachers and their friends in their class.
8. His classmate Mira and Toni visited him.
9. He planned to go to school tomorrow. But he had to finish taking the medicine.
10. After taking the medicine for a day, he felt better.

Restructured Paragraph:

FEVER

Tom was sick. He had a fever. His temperature was 39 C. His mother took him to the Doctor. The doctor examined him and wrote a prescription for medicine. Tom had to stay at home for 3 days. After taking medicine for a day, he felt better. His classmate Mira and Toni visited him. They told about the lesson, the teacher and their friends in their class.

Then, on the third day, his body became stronger. He planned to go to school tomorrow. But he should finish taking the medicine.

Reid (1994:85) mentions the steps in reassembling a jumbled paragraph as the following:

- Read the jumbled sentences
- Identify the most general, most important sentences that introduce the paragraph (that is, the topic sentence)
- Find the second sentence that helps the reader anticipate what the paragraph
Will be about
- Look for connectors that indicate the places of the middle supporting sentences in the body of the paragraph.

Controlled composition allows grading and sequencing of task; in other words, it is designed to make it easier for the students in writing since there are not grammatical mistakes in that composition. In this case, the students are not expected to express their thought, feelings and knowledge freely because they should follow teacher' control.

So, the students can concentrate in reassembling the paragraph organization. If students Make error in controlled composition we can see from result of their poorly made task. Material for controlled writing is available not only in specialized textbooks, but also in the short reading passages found in most ESL texts, and of course in the writing of the Students themselves. A student's composition once revised and corrected for grammar, can then be used by y that same student or by the whole class as a text to change. For the teacher, the technique can help him/her in marking the students' works easier because the

students are able to correct most of the mistakes by themselves before they hand their composition to their teacher.

F. Procedure in Teaching Recount Text Writing Through Jumbled Sentences

The procedure of teaching paragraph writing through ordering sentences may be described as follows:

1. The teacher shows one example of material to the student then teacher explain to the students about what they have to do, that is arranging the jumbled sentences in to the correct order e. g., the teacher gives the students jumbled sentences and asks the students to arrange it.
2. The teacher explains to the students about transition signal/markers and how to use it, e. g., the teacher may ask about the function of the transition signal markers in paragraph writing.
3. The teacher asks the students whether they have understood about ordering Jumbled Sentences technique and the material. This can be done by asking some question about the materials that have been taught before, and the teacher explains the materials again clearly.
4. The teacher hands out practice material consisting mixed sentences and asks the students to restructure them in pairs based on the ordering jumbled sentences techniques to make them meaningful. For example the teacher may want to use the topic that related to daily life to make the students easy in doing the task.

5. Then they correct their work together based on the teacher's guidance, e.g., the teacher gives some instructions when they correct the works.
6. After that teacher distributes another material and asks the students to rearrange the sentences individually. The materials may be in the form of text in which the sentences have been jumbled.
7. After all the students have finished doing exercise, they check their answer together guided by the teacher's explains the materials again whether the students find difficulties in doing the task.
8. As the final procedure the teacher gives some home works concerning writing paragraph through ordering jumbled sentences. In this case, the teachers asks the students to maker etc., and then ask the students submit the task in the next meeting and discuss it together.