CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter is expected to give important background information for the discussion of related literature. The researcher is going to describe some theories. The discussion consists of: (1) Definition of writing (2) Kinds of Writing (3) Teaching writing (4) Factor influencing writing (5) Collaborative writing (6) Chain Story in teaching writing.

2.1 Definition of Writing

Writing is the way to communicate with another people by written words to expres their ideas or some opinions. Brown (2001:335) said that writing should not be easy as the graphic presentation of spoken language. Then, writing also represents writers' ideas into a good text because in writing the writer should make the reader more understand the information from the text and what the writer write. It means that writing is difficult way to share and argue something in our mind.

Writing is how the writers give information and message to make the readers understand what the writers opinions in that writing (Brown, 2001:46). Writing is the way to communicate between the writer and the reader in the text. The information or message can be codes, pictures words and also sentences. Writing is the way to communicate and give some informations to the reader without meeting the writer directly.

Meanwhile, according to Byrne (1988:1), "Writing is graphic symbols which have to be arranged to form words, and then words have to be arranged into sentences. Then the sentences are arranged until become a text." It means the writer must consider the way ofcombining and arranging sentences. The sentence which is arranged must connect with other sentences so that formed a text coherently. Therefore, the written text still must be

revised in order to become good writing. Based on Cortes (2011:1), "Writing is an act of self-expression." However, as Gebhard (1996:221) states that writing focus on readers andpurpose, as well as a process of creating and recreating writing until the writers discover it. From those definitions, the researcher concludes that writing is indirect communication which is removed ideas, feeling, and experience into written form.

2.1.1 The Process of Writing

Teachers have interaction with their students to make the students more enthusiasm in teaching learning process especially in teaching writing. Teachers also be a facilitator in improving and discoveringstudents' writing process not only in writing but also all of the subject. According to Graves in Johnson (2008:179) the process of writing has five elements:

a. Prewriting

Prewriting involves generating ideas, understandingthe ideas of others and collecting information. As Gebhard (1996:227) states that prewriting is the ways to get started writing such as brainstorming, clustering, strategic questioning, sketching, free writing, exploring the sense, interviewing, and information gathering.

One popular ways is brainstorming. Here, the teacher or the students can decide the topic. Then, they can writethe ideas. Similar to brainstorming is clustering or words mapping, in which the students use a key word on the paper or board. Then, they write other words that are related to main word. The third activity is strategic questioning in which the teacher gives question to guide his or her student's writing. For example: "What do you want to write about?" From here, the students will consider the topic that they choose. It is different with sketching;this activity offers students to write a part of sketches that represent ideas. For example: the plot of a short story.

Next activity that can be used is free writing. It gives chance to the students to put ideas into writing. Then, they must write for 5 or 8 minutes. If the time is up, they must stop writing and read aloud their writing in front of the class. After that, they can continue their writing again.

Exploring the sense is unique activity because the teacher asks his or her student to daydreaming. It guides them to see, hear, smell, touch, and feel something that they dreams. Then, they will describe it into writing form. Another activity is interviewing. The students interview their friend on a certain topic and write down on the paper. The last is information gathering, it offers students to collect information about certain topic. Then, they can write it as essay.

b. **Drafting**

After the writers decide planning, they have to write their ideas into the draft. From the draft, the writer will be able to write systematically and coherently.

c. **Revising**

Revising is the change that is given by the writersto rewrite if there are some errors in their writing. This stage involves adding, rearranging, removing, and replacing. The writers must think twice or more in this stage because they mustsearch the appropriate information with the topic and the paragraph connect with the other paragraphs.

d. **Editing**

This stage is correcting if there are some errors in the grammar, spelling, and punctuation. It needs to be done after revising.

e. **Publishing**

The final step of the writing process is publishing. The writers can share their writing to the readers. It can be shared through magazine, newspaper, blogs, or read aloud in front of

class. The positive feedback and motivation responses on the result of writing will encourage the writers to do the best.

2.1.2Types of Writing

Before writing, the writers must decide what type of writingthat they choose is. As Morin (2011:1) states that there are four typesof writing:

1. **Narrative**

Narrative is the type of writing that tells a story. It usually usedfor the young learner in learning writing. The story can be usedfictional story such as short stories and novels.

2. **Descriptive**

Description is used to describe picture of place, people, or event. It focuses on one subject and uses specific detail to describe. For example, if the writers want to write about their favorite place, they not only tell the name of the place, but also describe the condition in that place and their experience. This type reproduces smell, taste, feel, or sound and moods such as happiness, loneliness, or fear.

3. **Expository**

`Exposition is used for giving information, explanation, and interpreting meaning. The kind of information can be in formed of instruction and direction, making explanation can be in formed of definition and clarification. While, interpreting means it can be in formed of analysis and evaluation.

4. **Persuasive**

Persuasive is used for expressing opinion or ideas.It uses the theory or the fact that happens in certain place tosupport that opinion. It is quite difficult for young learners because they must influence the reader's point of view.

2.1.3 Criteria of Good Writing

Oshima and Hogue (1991:18) state that a good writing has important element. They are as follows:

1. **Unity**

An important element of a good writing is unity. It discusses only one main idea in one paragrapgh. The position of main idea in one paragrapgh. The position of main idea may be at beginning, in the middle or the end of the paragraph.

2. **Coherence**

According to Oshima and Hogue (1991:18), another element of good writing is coherence. The Latin verb cohere means hold together. It means that the paragraph is easy to read and understand because supporting sentences are in some kind of logical order and ideas are connected by the use of appropriate transition signals.

2.2 Kinds of Writing

Writing has three kinds, they are writing sentences, writing a paragraph, and writing an essay:

1. **Writing a Sentence**

As we know, a sentence can be called sentence if it has subject and verb and it also has a meaning. Sentence is generally defined as a group of words that begin with capital letter and end by full stop, exclanatory mark, understandable, have a meaning and real.

2. **Writing a paragraph**

Oshima and Hogue (2007:38) paragraph is a group of related statements that a writer develops about a subject. There a three parts of paragraph:

a. Topic Sentence

Topic sentence states the main idea of the paragraph. It is not only the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph.

b. Supporting sentences

Supporting sentences develop the topic sentence. Explain the topic sentence by giving reasons, examples, facts, statistics, and quotations.

c. Concluding sentence

Concluding sentence signals the end of the paragraph and leaves the reader with the important points to remember.

2.3Teaching Writing

English is an international language that is used by many people for communication. One of the communication forms is writing. So, writing is an important part of language teaching. Based on Harmer (1998:79) there are 4 reasons for teaching writing to students of English as a foreign language. First is reinforcement, it means that students often learn English through writing because it eases them to memorize new vocabulary after they studied it. Second is language development, it means that students can develop their language through written text. It also helps them to learn English continually till they have become accustomed to do it. Third is learning style, it means students can improve another skill even they feel difficult to write. The last is writing as skill, it means writing is a basic language skill. Student need to know how to write letter, advertisement, diary, invitation, and etc.

From the explanation about the importance of teaching writing above, English teacher should concern with the process of writing and approach in teaching writing. This approach focused on the final result, the coherent and the error-free text that is produced by the students. While, the activity of writing approaches are imitating, copying, and transforming models provided by the teachers or textbooks, (Nunan, 1999:272). In addition, based on Nunan (2005:92-94) the teacher also should know the principles of teaching writing as follow:

a. The teacher must understand the student's desire.For example: the topic must be appropriated with background of the students.

b. The teacher must give many chances for the students to write.

c. The teacher must give feedback in correcting and revising in order that the student is more understanding in next writing.

d. The teacher must give explanation about the elements of writing in order that the students will be careful in writing.

2.4 The Importance of Writing

Writing skills can be better grade and great academic achievement. Hariston (1986) gives some reasons about writing that may be important:

1. Writing is a tool discovery.

2. Writing is generating news ideas.

3. Writing helps us to organize our ideas and clarify concept.

4. Writing helps us to absorb and process information.

5. Writing is enabling us to solve the problem.

6. Writing makes us active learners rather than passive receiver of information.

From the reason of writing above, the writer found out that writing is considered as one way to express ideas, feeling, information and hopes.

2.5 Factors Influencing Writing

According to Heaton (1988:135) writing skills are complex and sometimes difficult to teach. Besides, it requires mastery not only grammatical and rhetorical but also conceptual dan judgment.Here, there are 5 factors that influence writing skill. Those are:

a.   Organization

It is a factor to know the students writing ability in logics, well, fluency, andcohesive.

b.   Content

It is a factor to know the student's writing ability that depends on whetherthe information is relevant with the topic or not, the text is understandable or not andthe students can confirm their written through supporting details or not.

c.   Vocabulary

It is a factor to know the student's writing ability in using the word form, diction, logic expression of ideas and the relationship between the words.

d.   Language use

It is a factor to know the student's writing ability in using grammar and appropriate sentences.

e.   Mechanics

It is a factor to know the students writing ability using spelling, punctuation, capitalization, and paragraphing.

2.6 Collaborative Writing

According to Gough (2005:31) collaborative writing means there are two or more students can join to contribute their writing in the draft and completing information. While based on Spring (1997:1) "Collaborative writing is activity involved in the production of a documen by more than one author, then pre-draft discussionsand arguments as well as post-draft analyses and debates are collaborative components." So, grouping is always conducted in collaborative writing.

Grouping in collaborative writing makes the students are motivated to be brave in participating through the discussion and give responds to the idea. Furthermore, collaborative writing has many advantageous. First, the students can work together to write information. Second, the process of sharing and discussing in group can develop. Third, it can build the self confidence of the students when they present their writing.

2.7 Chain Story in Teaching Writing

One of collaborative writing activity is Chain Story. As BoulinguiandLee(2010:2)saidthatChainStoryisastorywrittenby many peopleandonlythenextpersoninthechainknowswherethestorywill end.BasedonDanny(2002:1),"ChainStoryisan activityinwhichone personwritesaword,sentence,paragraphormore inthestyle ofastoryand thenpassingthepieceofpaperontothenextperson,whocontinuesthe story."

Stolbova(2000:1)statesthatChainStorycanbeusedfor intermediatestudentsinordertohelpthemtolinksentencesinonetext. Studentscanenjoyinmakingtheirwritingsothattheywillbe motivatedandneverfeelbored.Accordingto Shaw(2011:1),inthe implementationof

ChainStory,studentsuse repetitionofkeyvocabularyandgrammar.So,it helpsthemto rememberit.Thisactivityalsocanallowstudentstobe creativeandimaginative.Thatiswhyit isgoodtostartusingChainStoryin teachingEnglishassoonaspossible.

ChainStoryisverymotivating,challengingandgreatfunfor students.Whileforthe teachers,it can ease themtointroduceorrevisenew vocabularyandgrammartothestudents.Itisalsomemorableandfamiliar contextswhichwillenrichstudent'sidea.

In this activity,studentscanworkinteractivelybecausethey worktogetherinagroup.Moreover,thestudentsalsocansupporttoexpress themselvesasindividual.ThegreatestadvantageofChainStoryis interesting.Fromthisactivity,wecanknowthestudent'sdevelopmentin learningwriting.

2.7.1 The Procedure of Teaching Writing Using Chain Story Method

There is procedure in implementation Chain Story. Based on Josephine (2008:1) there are procedures as follows:

1. Displaying the picture in front of the class.

2. The students are divided into some groups. Each group consists of 6-7 students.

3. The teacher asks the students some guided questions to build knowledge of the field.

4. Then, the teacher ask every student writes a sentence in English on the blackboardone byone.

5. Thefirststudentwho has written asentencemustgotobackof thelinethen,theotherstudentorgroup members continuethe sentence andsoonuntilit become astory.

6. After finishing the exercise, the teacher asks each group to submit the paper.

7. Do the steps above for the next group.

8. The teacher offers the example, the students will analyze and the teacher did discussion and evaluation

2.7.2 TheCharacteristicsofChainStory

FerthecharacteristicsofChainStory,theresearchertakesthe

pointbasedonthedefinitionoftheexpertsbecausethere isa limit

specificdataaboutthecharacteristicofChainStory.Thoseare:

1. Chain storymustbewrittenby manypeople.

2. Onlythenextpersoninthechainknowswherethestorywill end.

3. Someonewhohaswrittenasentencemustpassthepaperonto thenext

persontocontinuethestory.

4. ChainStoryisusuallyformedofnarrative.

2.7.3 The Advantages and disadvantages of Using Chain Story Method in Teaching Writing

Advantages :

Accordingto Smelcer in Magee (1993:3)Chain Story has

advantagesanddisadvantages.

1. Studentsfeel comfortableandease theminlearningwriting.

2. Students can improve their knowledge, skills, attitude for learning.

3. ChainStorycan reviewvocabularyandgrammaticalstructure.

4. ChainStoryhelpsstudentsincorrectingerror

Disadvantages :

1. The teacher must spend much time to give explanation and instructionin applyingChainStory.

2. Itisquite difficultto controlthegroupsinabigclass.

3. Theslowstudentscouldbetotallylostbecauseeverystudent onlyhasfewminutesinwritingasentence.

2.8Previous Study

Previous studies havebeen conducted bysomeresearchers related to theuse ofWholesomescattering game. The first previousstudyis byPutra A.P(2013)with the title "Using Chain Stories To Improve The Ability Of The Eight Grades Students Of MTs Dar-El Hikmah Pekanbaru in Writing RecountText ".In his study, heuseda classroomaction research to solvethe research problem.The finding of his research show that chain story can be significantly effective in teaching writing of MTs Dar-El Hikmah Pekanbaru.

Thesecond previous studyis byMagdalena (2013)with thetitle"The Effect of Using Chain Writing Technique toward Students' Narrative Writing Ability of Eight Grade Students at SMP NEGERI 1 MUARA BUNGO". Sheuses Chain Story as a teachingtechnique in teachingEnglish writing.In her study, sheuseda descriptive qualitative research.Thefinding of her research shows that there was a significant difference in narrative writing ability between the tenth grade students of SMP NEGERI 1 MUARA BUNGO who were taught with chainwriting technique and those who were taught with free writing.

Thethird previous studyis byFebrina (2013) with thetitle "The Effect Of Using Chain Stories Technique Toward Speaking Ability Of The Eight Grades Students At Islamic Senior High School Dar-el Hikmah Pekanbaru".This study was conducted by using experimental design. The result of the data were analyzed by using independent t-test formula. In conclusion, it is acceptable that Chain story gave a significant effect on students' speaking ability.

Thelast previous studyisby Arga(2013) with the title "TheImplementation Of Steps Chain As A Technique To Teach Speaking Procedure Text For Seventh Graders Of SMPN 1 SIDOARJO". This study isdesign as a report in the form of descriptive qualitative without any statistical calculation. Thepopulation of the research isgradeVIIofSMPNegeri 1 SIDOARJO. Theresultofthis study showed that steps Chain Story activity was successfully implement in class and it was very effective as a technique to help both teacher and students in teaching and learning process of speaking procedure text.

Thesimilarities betweenthose threeprevious studies isresearchon the success of ChainStory inteachingEnglish at juniorhigh school. Two previous studiesused descriptive qualitative as a design.Thepurpose in those previous studiesto improvestudent abilityin English writing.Chain Storycan makethe students activein the classroom.The differences of this research with those previous studies andthe researcher areon theresearch design and subject of thestudy.Oneprevious study uses CAR (Classroom Action Research) and one previous study usesexperimental on the research.Design and the subject of thestudyis second gradestudents.The researcher uses descriptivequalitative design. Thesubjects aretwo English teachersandthe seventh gradestudents atSMP Muhammadiyah 4 Gresik and SMP Islamic Qon.