

D. The Importance of Teaching Writing

The process of teaching English is a complex one. Learning is only its grammatical form or structure. There are productive skill and receptive skill in learning language that we should master. Receptive skill is the ability to understand the written language as reading and listening. While productive skills involve speaking and writing.

Writing as productive skill must be taught in teaching learning. The writing is the most difficult skill for second language to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on. The difficulties become even more pronounced if their language proficiency is weak. Teaching of writing should give special attention to the development at writing ability for their success in language learning. Writing is different from other skills. In language teaching process, writing is effort to increase students' language ability.

Writing can offer more opportunities to learn English. It can offer students considerable opportunities to increase their vocabularies, to refine their knowledge of the grammar to develop their understanding of how things are best

This technique constitute group product development which the teachers have developed many variations of online group development of product.¹⁶

For example, students may use email to solicit and offer feedback of an evolving literary project, sometimes involving advice from professional authors or students may work independently toward an agreed-on goal, each students or group adding a portion of the final product this kind group writing is enjoyable and useful for developing writing fluency.

I. Using Chained Writing in Teaching Writing

The use of chained writing is a wonderful tool for all people not just children. The first thing one should understand about the use of chained writing is the inherent process of learning that utilizes. This process can be used for reasoning as well as fluency in fact based knowledge system. The good example of this the use of chained writing in written language.

Chained writing not only used to descriptive text but also can be used to narrative text and grammar that is an accompanied by media. The media may be drawings, photographs, posters, slides, cartoon slips, magazine advertisements, diagrams, graphs, tables, charts and maps. Pictures provide a shared experience for students in the class and lead to a variety of language activities. Besides

¹⁶ Roblyer. *Integrating. Educational Technology into Teaching*. (India : Person Education, Inc : 2006), P. 253.

way of thinking. Meanwhile, group discussion will provide an opportunity to broaden the ideas further. The benefit can be seen when the students are assigned to work individually, their ideas will run and develop smoothly.

Of the many uses the pictures, five are especially which is mentioned by Wright :

- Firstly, pictures can motivate the students and make them want to pay attention and want to take part.
- Secondly, pictures contribute to the context in which language is being used
- Thirdly, pictures can be described in an objective way or responded to subjectively
- Fourthly, pictures can responses to questioner or we situation through controlled practice
- Finally, pictures can stimulate and provide information can be referred to in conversation, discussion and story telling.¹⁸

J. Chained Writing Activities

There are three activities in using chained writing technique in teaching writing into the following categories; Pre-writing, whilst-writing and post writing.

¹⁸ Y. Cahyono Bambang. *Ibid.*, P. 45.

a. Pre-writing

1. Distribute and explain the usage of chained writing
2. Divide the students into some groups by asking the students to count 1 up to 10. The purpose of grouping the students is to help then teacher control each students in doing the given tasks.

b. Whilst-writing

1. Ask the students to write a short descriptive paragraph about the pictures as to turn.
2. Ask the students to exchange their writing to other students in order to be read by these students.
3. Ask the students to return their classmates texts to the writers.
4. Ask all students to submit their work.

c. Post writing

1. Ask the student to exchange their writing to other students in order to read by these students.
2. Ask the students to return their classmates texts to the writer.
3. Ask all students to submit their work.¹⁹

¹⁹ Y. Cahyono Bambang, *op.cit.* P 2-5.