

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the research. The review comprises the definition of writing, the process of writing, the teaching of writing, descriptive text, collaborative learning strategy, think-talk-write, the advantages of think-talk-write, the implementation of think-talk-write in descriptive text and previous study.

2.1 Definition of Writing

Writing is the way that you use written words to express your ideas or opinions. Brown (2001:335) said that writing should not be as simply as the graphic presentation of spoken language. Meyers (2005:2) also said that writing is a way to produce language you do naturally when you speak. It means that in the attempt to argue that writing is more difficult than speaking.

Writing is how writers use the linguistic message to encourage the readers to understand the writers' ideas in that writing (Brown, 2001:46). Writing is a way of communication between writer and reader in the text. The messages might be in form of pictures, codes, symbols, words and also sentences. Writing is important because it can deliver information and messages to the reader without having to meet with the writer.

According to the 2006 English Standard Competence, the teaching English is aimed to develop students' ability in creating both spoken and

written form. Very clear that is not easy to develop the teaching and learning process especially in writing skill. The problems do not only comes from the students but also comes from the teacher. For the students, the problems mostly about the difficulties in construct a composition. Meanwhile, for the teachers the main problem is about providing various kind of method, technique, or strategy in teaching writing process which is suitable with students' character.

Based on those definitions, the researcher concludes that writing is considered as the difficult skill for the second language learners including for the students of Junior High School because to write a good writing students have to follow the rules of the target language. From the definition above, the researcher conclude that writing is writer (the deliver of message) write a written text (a message) and the written text are read by a reader (the receiver of message).

2.2 The Process of Writing

Teachers have interaction with students to encourage the students and to improve the students' ability especially in writing descriptive text. Teachers also be a facilitator in developing and discovering of students' writing process. According to Sabranek (2001) process of writing is consists of five stages they are:

1. **PREWRITING:** Prewriting is the first stage of the writing process in which the writer may uses brainstorming, clusters, or charts. This stage can stimulate students' idea for getting started. According to Seow

(2002:317) stated that prewriting activities can direct the students in getting the ideas and information for writing.

Choosing a subject and gathering ideas:

- a. Decide on a topic to write: the students choose one topic that they find interesting and meets the requirements with the assignment or task.
- b. Use a selecting strategy to identify a possible subject.
- c. Learn as much as possible about the subject that has been chosen.
- d. Decide on an interesting or important part of the subject, focus to develop.
- e. Think about an overall plan or design for organizing the writing.

2. DRAFTING: Drafting stage is a second stage of the writing process. In drafting stage, some ideas are gathered. In this stage, after the students gathering the ideas they should scrawl down their ideas. In this stage the students do not need to secure about the grammar of their writing. They just gather their ideas in to the draft. They are also not thinking about the neatness of their writing. According in Smalley, et al., (2001:8) adds that in drafting stage, the writer may not exceedingly concerned with the grammatical form but the writer should focus more in finding the ideas to be put in the paper.

Connecting the ideas:

- a. Put the information your research into your own words.
- b. Write sentences and paragraphs even they are not perfect.
- c. Refer to the plan for the main part of the writing, but be flexible.
- d. Show it to others and ask for suggestion.

3. **REVISING:** Revising is the third stage in writing process. This stage can be said a “re-think” stage. The students will rethink about their draft that has been written in the previous stage. In this stage the students will be “re-think” of the writing by adding information or omitting unnecessary information.

Improving the writing :

- a. Review the first drafting and check the ideas.
- b. Add, cut, reward or rearrange ideas as necessary.
- c. Look for special opportunities to make the writing interesting
- d. Read your writing with the flows smoothly.

4. **EDITING AND PROOFREADING:** It is the four stages in writing process. In this stage the students must look for mistakes in spelling, capitalization and punctuation. It will be better if our writing read by someone else (collaboration), because the mistakes that appear will be easier known when it is read by someone else.

Make it correct:

- a. Be sure all sentences are complete.
- b. Correct spelling, capitalization, punctuation, and grammar.
- c. Have someone check your words.
- d. Prepare a neat and correct final copy of writing.

5. **PUBLISHING:** It is a final stage of writing process. It is final neat copy of the work and finds an interesting way to share the work.

2.3 The Teaching of Writing

Writing is the difficult skill for the second language learners including for the students of Junior High School. To develop writing skill, English teacher in Junior High School have focus in improving writing skill on various discourse types such as descriptive, recount, narrative, procedure, news item, report, etc. It is stated further in the curriculum that the basic competence should be achieved based on the level of the student. According to decree of minister (Depdiknas, 2006 : 23) decide that the first year student are expected to be able to express meaning and rhetoric step in simple essay accurately and fluently in form of narrative, descriptive and news item.

For achieving the objective, the teachers must be able to be a facilitator for the student. According in Agustinus (2008:13) stated that there are four indicators to know the effectiveness of teaching learning process, they are quality of teaching, suitable level of teaching, incentive and time. For example is in expressing idea and developing in the sentences, the students find some difficulties to write their own ideas. It is simply because the teachers have less attention to them. The teacher only give the students assignment without thinking how to explain to the students the way to write an attractive composition. The teacher only asks the student “have you understand?” after they give some instruction. In this case the teachers do not facilitate the students to make the students write an attractive composition. Giving instruction to the students without involving the student to practice is not enough (Abbot, 1981:142). The teachers should be a facilitator to make the students motivated, interesting and enjoy in lesson especially in writing.

According to Augustien stated that our new English curriculum has stated that Junior High School graduates are hoped to be able to communicate in the creation of text that serves their daily needs to entertain themselves, to carry out transactional exchange to write simple narrative, descriptive, reports, and recounts (Augustien, 2004:7). To achieve this target, the most important think that needs to do by the teacher is trying to genre kinds of text that suitable with the curriculum. Here the teacher can taught using descriptive text for Junior High School.

2.4 Descriptive Text

Descriptive text is texts which lists the characteristics of something. The purpose is to describe particular person, place or thing. According to Kirk Polking (1990:106) stated that description is bringing something to describe by carefully choosing and arranging words and phrases to produce the desire effect based on the phenomenon.

In teaching writing, descriptive writing is used to describe something, people, place, or thing. In this study the researcher use a theme about describing things and animals. The students can write and describing about their friend. They have various experiences in their memories to describing their friend or someone which are worthy in their life.

2.4.1 Features of Descriptive Text

The purpose of descriptive text is to describe and reveal particular person, place or things. In descriptive there are two main generic structure. They are identification and description. Identification is process identify the phenomenon to

be described. Description is describing the object in parts, qualities, or characteristics. Then the language features of descriptive text are (1) using simple present tense (2) using adjective and (3) using attributive and identifying process.

2.4.2 The Example of Descriptive Text

The following is an example of descriptive text:

My Mother

My mother is a beautiful and very kind person. She is very patient and friendly. She has many friends. The most characteristics about my mom is her sincerity. She will sincerely give anything she has to anyone who needs it more than she does. That's why she has many faithful friends. When the family have a problem she always be with us to helps us and to give us all her love.

My mother is not tall but not short. She has long black straight hair. Her weight is 52 kg. She has two wide eyes. Her eyes color is black. She has sharp nose and small lips. Her skin color light brown, and she has a beautiful smile. She also has chubby cheeks. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is so sweet and lovely. She is my beloved mother.

2.5 Collaborative Learning

According to Gokhale (1995) stated that the term of "Collaborative Learning" refers to a teaching method in which the students do the assignment work together in small group or pair group toward a common goal. The students should be able to work together with their partner. Silfilia (2009:24) defines

collaborative learning as a philosophy of working together, building together, learning together, changing together, and improving together.

The basic idea of collaborative learning is to get a certain kinds of knowledge through a process of communication or share with their partner (Bruffee, 1980). Gerlach also said that the collaborative learning strategy is not only involved transferring the knowledge from the teacher to the students but it is based on the assumption that learning is the students taught individually and work together with their friends naturally (Gerlach, 1994).

Collaborative learning changes students' and teachers' role in the classrooms. Students have more opportunities to actively participate in their learning, share and discuss their ideas with their partner. The students can develop their skill with collaborative learning strategies. In this study the researcher uses think-talk-write because it is one of the parts of collaborative learning.

2.6 Think – Talk – Write

In teaching writing the teacher should have the method or strategy to improve the students' ability which the strategy appropriate with the characters' of the students. In English Curriculum (2004) stated that the understanding of language in communication always start from oral to written language. For Junior High School level, the use of oral language more than written language. It means that the student use listening and speaking activities before they start to writing. Related with this problem the researcher attempts to find a strategy that appropriate with this problem. The researcher chooses Think-Talk-Write (TTW) strategy in teaching writing especially in writing descriptive text.

Think-Talk-Write (TTW) is a strategy that facilitating the exercises of language both oral and written fluently. Think-talk-write strategies encourage the students to think the ideas, and then talk with their partners, and last writing the ideas based on the topic. Think-Talk-Write strategies introduce by Huinker and Laughlin. The think-talk-write strategies is thought, reflection and for the organization of ideas individually and the testing those ideas with their friend before students are expected to write (Huinker and Laughlin : 2011).

This strategy consist of three parts, the first is they thought about the ideas after reading or seeing something related with the topic, then talk by sharing with their partner before the process of writing. Think-talk-write strategy can improve the students' ability by doing the kinds of activity. The students will find some ideas easily by sharing with their partner. The effectiveness of teaching learning process can be identified by count how many students can reach the goal of study in definite time through students' achievement and students' responses toward the teaching learning process (Dalyana, 2004:74). It means that the effectiveness of teaching learning process by using think-talk-write (TTW) strategy based on four indicators, there are students' activity, students' response, students' achievement and the application of Lesson Plan.

2.7 The Advantages of Think-Talk-Write as a Collaborative Learning

A think-talk-write strategy has many advantages in the teaching writing. According to Suseli (2010:39) stated that the advantages of think-talk-write strategy in teaching and learning process are this study educate the students to more independent, establish teamwork, then train of thought, speech and make

their own notes, exchange of information between groups / students and also students to be more active.

Based on those advantages, think-talk-write strategy has many uses in all aspects and also this strategy is expected to improve and enhance the learning objectives.

2.8 Think-Talk-Write in Writing Descriptive Text

Think-talk-write strategies consist of three stages, the first is they thought about the ideas after reading or seeing related with the topic, then the second is they talk by sharing with their partner and the last is the process of writing. In this study, the researcher conducts the observation three times.

In the first observation researcher the text or story to the students and inform the students about the procedures of teaching that are going to do. After that the students analyze the text, think individually to find the ideas based on the topic. The students make some notes about the difficult word. Then share or talk the ideas or the difficult word with their partner and memorize them. The last part is the students write the ideas in the students' book become sentences of descriptive paragraph.

The second observation was the same with the first observation but the first part doesn't use the reading activities. Firstly the researcher give the pictures to the students and inform the students about the procedures of teaching that are going to do. After that the students analyze the picture, think individually to find the ideas based on the characteristics' of the pictures. The students make some notes about the difficult word. Then share or talk the ideas or the difficult word

with their partner and memorize them. The last part is the students write the ideas in the students' book become sentences of descriptive paragraph.

2.9 Previous Study

Previous study is reviewed in order to avoid imitation. In this study, the researcher chooses two previous studies related with this research. The first is a thesis entitled "The application of Think-Talk-Write strategies to improve student skill in writing exposition paragraph in Bahasa classes" it was done by Abdul Muktadir (2011). This study was design for improving the skill in writing that used quantitative design. The research problem is how to improving the students skill using think-talk-write strategies. The result of this study showed that he got a grade average of 68.75 with the thoroughness learning to write paragraph in the classical exposition reached 60%. He feel very happy because the first cycles before he using think talk write, he got a value reached 20%.

The second study is from Nova Maulidah (2011) , she was done the thesis entitled "Think-Talk-Write strategies for teaching descriptive writing". She used descriptive qualitative design in her study. She was developing the material by using think-talk-write to increasing the student ability in writing descriptive text. She used two topics to teach the students. The result of this study shows that the students have good responses toward the implementation of think-talk-write strategies.

The previous study has two similarities with this study. The descriptive paragraph and improving student ability in writing language. It also has some differences between the previous study and this study. The first differences is the

first previous study used for Bahasa classes, and the second differences is the second study using qualitative design. Then this study is conducted in MTs Nurul Islam Pongangan for the eighth grader of Junior High School. More ever the text that used in previous study is exposition while the text that use in this study is descriptive paragraph.