

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer tries to explain more theoretically related to the theories in this study.

2.1. Writing

2.1.1. The Definition of Writing

Writing is a way to communicate with another people by written words to express their ideas. According to Hyland (2003) said the writing is an activity to express idea and share the writer's experience to the reader by using written language. By writing the author can deliver information and messages to the reader without meeting the writer directly. The information might be in form of pictures, words, codes and also sentences.

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 of combining 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 that become good writing.

Kasihani (2007: 69) stated that writing is one of important skill that must be mastered by students and for being able to master this skill, students

should have ability in understanding and knowing well some components of writing, such as grammar, vocabulary, and so on.

Besides that the students also need ability for making their writing better, such as ability in knowing how to arrange a sentence, how to make a good paragraph, and others. According to Nunan (2003) stated that writing is the process to find ideas about how to make a good writing by thinking and express the ideas then arrange it into a sentence or paragraph.

From the explanation above, the writer conclude that writing is difficult skill for the students of junior high school because they have to master the components of writing in order to the reader easy to understand what is the text tell about. Besides writing is important skill to learn because by writing the students can express their idea, experience, and feeling, also they can write everything which on their mind in written form to communicate with others.

2.1.2. The Process of Writing

Teachers have interaction with their students to encourage the students and make the students more enthusiastic in teaching learning process of writing. Teachers also become a facilitator in improving and discovering of students' writing process.

According to Kemper (2000) describes the process of writing is consists of four stages they are:

1. Prewriting

The first stage is Prewriting. In this stage, before the students write they will choose the topic and they are going to write about. Then, the students will collect information and ideas based on the topic.

- a. Choose on a topic: the students will choose the topic that they like and it makes the students enthusiasm to write their data in their topic.
- b. Make an outline
- c. Use the 5Ws and the H grid to know more their data in their topic.
- d. Make a small group to discuss and talk our ideas to others
- e. Learn about what we already know and what we still need to learn.

2. Drafting

The second stage of the writing process is drafting. In the second stage the students begin to make a draft or write after they collect the data and some sources from the first stage. Here, the students do not think about their grammar and their writing. They just focus on drafting gathering their ideas.

3. Revising

Revising is the third stage in writing process. This stage can be called re-see stage. The students will re-see about their writing that has been written in the stage two. In this stage the students need to go back into drafting to check whether the topic coherence or not with their draft.

4. Editing

Editing is the four stages in writing process. Here, after the students revising their writing the students should see for mistakes in their writing such as punctuation, spelling, capitalization, etc. It will be better if the students ask someone to read their writing because it can help them to identify the mistakes and to know which parts are still unclear.

2.1.3. The Element of Writing

In writing process includes and combines some elements to create good product. Thus, according to Cohen (1994:328-329) said that there are five elements in writing process, those are:

1. Content

This element consists of information related with the topic, the development thesis, the development of information and so on. The topic should be from writer opinion.

2. Grammar

Here, the students have to show how they use grammar in their writing because the grammar is very important role in writing activity. It is supported by Harmer (1999:12) said that grammar is an important role in writing because oral and written language is constructed by grammar.

3. Vocabulary

Vocabulary is words which the writer uses in their texts. In vocabulary they need to understand the meanings, forms and the functions

of the words, and also have to know how the words are used in sentences and how the words relate to one another.

4. Organization

This elements show how well, fluent, and cohesive students in organizing their writing to be good text because every kind of text have different organization in writing, commonly it is called generic structure of the text.

5. Mechanism

It shows the students' ability to use the right spelling, punctuation, capitalization, paragraphing, and hand writing.

1.1.4. 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 paragraph. The position of main idea in one paragraph, it 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.

1.1.5. Kinds of Writing

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

1. Writing a Sentences

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, exclamatory 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.

3. Writing an Essay

According Oshima and Hogue (2007:148) said that essay has three main parts:

- a. An introductory paragraph
- b. A body paragraph
- c. A concluding paragraph

1.1.6. Types of Writing

One of the principle of teaching writing is the teacher should expose the students in junior high school to understand some kinds of text in learning English, such as Narrative text, Recount text, Procedure text, Report text, Descriptive text, Analytical text and hortatory text. Every text has different generic structure or organization in beginning, body and the end of the paragraph. Based on English syllabus of *Kurikulum Tingkat Satuan Pendidikan 2006*, teaching writing for junior high school students involves the teaching of paragraph or text. In second grade of Junior High School the texts advocated are: Recount text, Descriptive text and Narrative text. The researcher prefers to use narrative text as a variable of this study.

1. Recount Text

Recount text is a text which tells about someone's experience in the past in a chronological order. The purpose of the text is to retell the readers about the past events.

2. Descriptive Text

Descriptive text is a text which describes something or someone specifically. The purpose is to tell the readers about something or someone description.

3. Narrative Text

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

4. Expository

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

1.1.7. Teaching Writing

Writing is one of skill that the teachers have taught to their students. Actually teaching writing is the same with teaching other skills, but some of teachers feel difficult when they teach in writing class, because writing has several components which have to be considered while process of writing,

for example content, organization, grammar, vocabulary and writing mechanics such as punctuation and capitalization. For that reason, writing becomes one of the important skills in teaching learning process especially in teaching English. So the teachers should have learn about how to make a good teaching for the students but also the teachers make the students enthusiasm in teaching learning process especially in writing skill. The products of writing are often the result of thinking, drafting and revising text on their mind. For now, the teacher focuses on with the final product of writing, such as: the essay, the story and the report. Criteria of a good writing and the final project are content, organization, vocabulary, grammar use, and writing mechanics such as spelling and punctuation.

According to Augustine our new English curriculum has stated that Junior High School graduates are hoped that the students can communicate in the creation of the text to entertain themselves, to carry out transactional exchange to write simple narrative, descriptive, report, and recount (Augustine, 2004). To make this target successful, the teacher should choose one kinds of the text that suitable with the curriculum. Here, the researcher chooses descriptive text for Junior High School.

2.2. Descriptive Text

2.2.1. The Definition of Descriptive Text

Descriptive is a text which describes person, animal, or place that focuses on the specific things. The text needs detail information to describe the object includes parts, qualities and characteristics in order to the readers can easily imagine about what the author write. According to Sulandra (2011) paragraph description is a paragraph that expresses or describes the places, objects, and people with clear detail so that the readers can easily imagine the object.

2.2.2. The Feature of Descriptive Text

The purpose of descriptive text is to describe person, place or things. Then, the language features of descriptive text are (1) using simple present tense (2) using adjective, attributive and identifying process.

Besides, descriptive text has generic structure. According to Sulandra (2011) stated that in descriptive text there are three parts, which are identification, description, and conclusion.

a. Identification

Identifying the topic that you want to describe, it can be general statement of the places, people, or object.

b. Description

Detail description of the places, people, or things that you want to draw which focuses on parts, qualities, or characteristics so that the reader can easily imagine the picture description.

c. Conclusion

Conclusion is summary paragraph, it can be included or not. This can be in form of the conclusion of the paragraph.

2.3. Think Talk Write Strategy

2.3.1. Definition of Think Talk Write

Think Talk Write is a strategy that facilitating the exercises of language both oral and written fluently. Think talk write strategies ask the students to think the ideas, then talk or share the idea with their partners before the writing process. According to (Huinker and Laughlin : 1996:82) stated that think talk write strategies is builds from thought, then share and test the ideas with their groups before students write.

The following is the brief explanation each stages of think talk write strategy, they are:

1. Think Stage

Think stage is can be seen from the process of seeing something related with the topic. It can be seeing picture, text, or video then analyzed it to find out ideas. In this stage the students are thinking ideas of object individually then analyze it by using their own word. According to Yamin and Ansari (2008:85) said that think stage is the process of seeing something to find ideas. Think stage can include activities that allow students to analyze an object so that the students can catch of find their ideas of the object easily.

2. Talk Stage

Talk stage is encouraging the students to communicate and explore their ideas with their partner. It can develop their ideas, share ideas, and recognize their ideas. According to Huinker and Laughlin (1996:88) said that talking is encourages the students to explore and test their ideas. In this stage the students can discuss their knowledge and test or share their ideas so that they know what really they don't know and what they need to learn.

Talk stage is important to create an interesting learning process and communicative. Students will interact with their group by asking each other to share and test their ideas so that they get better ideas.

3. Write Stage

Writing is stage where the students write the result of discussion in paragraph form. Writing stage means constructing the idea because after discussions, the students express their ideas through writing. By writing the teacher can measure the students' understanding about the material that they have been learnt.

2.3.2. The Advantages of Think-Talk-Write

Based on Suseli (2010:39) stated that think talk write strategy has several advantages, those are:

- a. Educate the students more independent
- b. Make student to be more active in learning process
- c. Establish teamwork

- d. train of thought, communicate with their friends, and make their own note

2.3.3. The Procedure of Think Talk Write Strategy

According to Yamin and Ansari (2008: 84) said that think talk write strategy consist of three stages, which are:

1. Think Stage

The first stage of this strategy is think. In think stage, the teacher display picture, text, or video based on the topic or material in front of the class. Then, the students ask to analyze the object individually to find or catch ideas.

2. Talk Stage

In talk stage, the students are divided into some groups. After they join with their group, the students discuss and share their ideas to their partner.

3. Write Stage

The last stage is write. In write stage, the teacher asks the students to write the result of discussing or develop their ideas from previous stage in paragraph form individually by using their own word.

2.4. Previous Studies

In this research, the writer chooses some previous studies. The first is done by Ingrid Laurensia Simanungkalit (2011) with the thesis entitled “The Effect of Applying Think Talk Write Strategy on Students’ Achievement in Writing Spooof Text at social students of XI Grade SMA Negeri 17 Medan”.

This study was used experimental design which consists of two groups that are experimental and control groups. The result of this study showed that think talk write strategy gives significant effect for the students’ ability in writing spooof text because the students’ achievement by applying Think Talk Write strategy is higher than the students’ achievement without using Think Talk Write strategy.

The second study is from Nova Maulidah (2013). She was done the thesis entitled “the effectiveness of using Think-Talk-Write strategies to improve students’ narrative writing”. This study is classroom action research. She conducts through two cycles; each cycle consists of two meetings. The result of this study showed that think talk write strategy is effective to improve the students’ narrative writing and the students’ participant is active in teaching learning process.

The third study is from Rachmawati (2013). The study is entitled “The Use of Think-Talk-Write Strategy to Improve Students’ Ability in Writing Recount Text (*A Classroom Action Research of the Eight Grade Students of SMP N 3 Cilacap in the Academic Year 2013/2014*). This study is classroom action research. The result shows that there was any improvement in

students' writing recount text by using Think talk write strategy. She also said that Think talk write was the effective way to improve students' writing skill. In her research, the students were more active in the learning process. The students' activeness increased from low to high category.

The fourth study is from by Sofiyati (2012). The study is entitled "The Writing Ability in Narrative text for The Eighth Grade Students of SMP 1 Kalinyamatan Jepara in The Academic Year 2011/2012 Taught by Using Think, Talk, and Write Strategy". In her research, she used Quasi-Experimental research design. The students were given pre-test before treatment was held then she gave post-test after the students got treatment. The result shows that there was significant improvement of students' writing skill especially narrative texts.

Those previous study shows that all the previous study used quantitative research design that is used to improve the students' writing ability by using think talk write strategy. Whereas, this study use qualitative research design that is used to know the procedures or steps of think talk write strategy in teaching writing skill. Those previous studies and this study also have similarities that are focus on the writing skill and the success of think talk write strategy in teaching writing.