

CHAPTER II

Review of Related Literature

2.1. Writing

According to Harmer (2004: 4) states that the offers simpler process of writing. It consists of four stages. There will be planning, drafting, editing, and final draft. The first stage that will be discussed is planning. According to Harmer (2004:4) there must be three considerations in this stage. The first one is thinking the purpose of writing. It will influence other features, like text type, language use, and information or content of the text. The second one is related to the audience students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text. In his book, Harmer(2004:4) exemplifies how to sequence facts, ideas, and arguments in the best way. After finishing their plan, students are led to step on the second stage which is drafting. In this stage, students are starting to write their ideas or topics they have selected before. They can also make outline about their writing content before they start to write in the best form.

2.1.1. Teaching Writing

The term of teaching comes from the word 'teach' and 'write'. Teaching is a process of communicating a particular subject or lesson. In contrast, writing is about expressing ideas in writing form. There are some strategy in teaching writing:

- a. Audio Lingual Method

This method was introduced in the United States in 1940. Although this method is very old, but many teachers still use this method. Technically, this method is supported by machine-related tools such as tape recorders and language labs. O'brien(2000) states that in this Audio Lingual Method language learners are equipped with the knowledge and skills necessary for effective communication in foreign languages. Then language learners are also required to understand the language and culture of foreigners whose language they are studying. Initially this method was introduced to prepare people to become master or master of foreign languages verbally in quick time and the emphasized language is short, especially in the language in oral form. This method assumes that speaking and listening is the ultimate opportunity, then reading and writing being second.

b. Silent Way

Silent way is the name of the language learning method invented by Caleb Cattegno(1996). This method uses the stem or number map in the learning. In this method the rule is that the language of the teacher is relatively less so that the learner (student) becomes more active in producing the language. Teachers serve only as guides, sources and assessors. Language learners are usually accustomed to thinking first before language is spoken. They must understand what they will say before they say it. First understanding, then speak and summary.

c. Total Physical Response

Total Physical Response is one of the methods developed by James J. Ashers, a professor of psychology at the University in Santa Jose, California. Dr. Ashers(1995) started his experiments from the development of psychology, learning theory and language learning procedures. Contrary to

previous methods, if in the TPR it is believed that the learner should understand the target language or target before speaking. Language learners can learn through self-observation. By making observations and appearances, they will understand the language learned. They will also understand the language of seeing the action and hearing it. At this TPR the teacher will practice what he will teach. For example: when teaching nose then he will touch it. This method can be used in the teaching of children and adults. The basis of this method is the happiness of making the learner interested in English.

d. Direct Methods

Gerlach and Erly(1980) states that the method of teaching with direct method means that English teaching is given directly by using the target language (English). That is directly pointing or showing objects, images, directly with the original language. This has an impact on the vocabulary mastery of many by demanding the child to speak in the target language.

In practice this method must be observed the principles and procedures that exist, namely:

- Classes are formed, created or disituasionalkan in the target language.
- Only teach vocabulary (vocabulary) and sentences used daily.
- Grammar is taught inductively.
- Teaching is given orally / orally.
- Vocabulary is taught through demonstrations, showing objects or images (in the native language).

e. Desuggestopedia methods

This method is an illustrative method such as the Celce-Murcia (1991) as a humanistic affective approach, an approach that greatly values students' feelings. The inventor of this method George Lazanov believes that learning the language can be done faster than usual. The reason for his inefficiency, Lazanov asserted, we will set the psychological learning, we fear will not be able to do, because we are limited our inability to learn, so we will fail. As a result we will not be able to use the full mental strength we have. Characteristics of teaching and learning process of Desuggestopedia method is Desuggestopedic material done in bright and cheerful classroom. Posters on grammar are installed everywhere to be useful for student learning. The posters are replaced every Sunday to create a new atmosphere in the learning environment.

a. Think Talk Text (T3)

Mulidah (2013) states that the think, talk, text strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing. According to Huinker and Laughlin (2015: 82) states that think,talk,text strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think,Talk,Textis the teaching strategy to develop, organize and create ideas by thinking, talking, and summary the result of the idea.

2.2. Think,Talk,Text strategy.

2.2.1. Think,Talk,Text

Think,Talk,Text is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149) Think,Talk,Text is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another members in a group. Maulidah (2013) states that the think, talk, text strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing. According to Huinker and Laughlin (2015: 82) states that think,talk,text strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think,Talk,Text is the teaching strategy to develop, organize and create ideas by thinking, talking, and summary the result of the idea.

From the definition above, Steve Bowkett (2007) states that there are three technique from of Think,Talk,Text as follows:

- Think

The first technique of this strategy is Think. In Think, students are given the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given.

- Talk

In the Talk, students are divided into groups. After they join in group, they share their ideas based on what they think before. Another students listen and

respond the ideas. After finished, students conclude the result of the discussion in group.

- Text

After the students get the conclusion, they come back in their own seats. They continue to the last step, Texty. In the Text, the students are asked to write or result by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

While Yamin and Ansari(2009) states that there are steps of Think Talk Text. First, Students reading a text and make notes about what they have read (Think), then discuss with their group. Second, the students do interaction and collaboration with their group to discuss the notes (Talk). The students are using their own words to explain ideas in their group.

Third, the students express the result of discussion in form written text (Text). Writing can help the students realize one of learning purpose and measure students understanding the material have learned. Fourth, the last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presentation their answers, while other group give an idea

Gazden (2015: 82) states the think,talk,text strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. when assigned a writing task, students are often expected to begin writing immediately.

Jumanta(2014) states think talk text technique begin with thinking a passage's information, then talking what is in our mind conclusion or opinion about that, and make a summary of the information in the form of writing. Think in this

model was about made a list of important information of the passage that has been read by the students. They can make a response of that information can be an answer or solution for that.

Matthew's(2004) states that thinking is one aspect of an integrated process of finding, analyzing, and communicating information. Your thinking begins even when you are decided 'what' to read and write about. To think smart, you must use reasoning. Reasoning is the basis of much of our thinking. It is often described simply as the process of thinking through and communicating our reasons for holding certain views or conclusions.

Suyatno's(2010) states that this technique is starting with thinking through reading. The result of reading was communicated through presentation or discussion.

2.2.2. The Importance of Think,Talk,Text Strategy

According to Brown (1889) As a method, the implementation of Think,Talk,Text has strength in teaching and learning process. Here are the strength of Think,Talk,Text strategy:

- a. Students can work together in a group.
- b. Students involve with themselves to think or make a dialogue after reading process.
- c. Students can share their ideas with their friends before writing.
- d. The use of Think,Talk,Text strategy can minimize the students'difficulties in writing, especially in composing procedure text and can help the teacher in teaching writing.

2.3. Text

According to Feez and Joyce (1998: 4), a text is any stretch of language which is held together cohesively through meaning. Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole.

The definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning procedure text, we have to know the definition a text first, whether it belongs to a text or not.

Anderson and Anderson (1997:1) state that texts are divided into two main categories. They are:

- a. Literacy texts it is constructed to appeal the emotion and imagination. There are three main text types in this category: narrative, poetic and dramatic.
- b. Factual texts it presents information or ideas, aim to show and tell or persuade the audience. Factual texts include recount, response, explanation, discussion, information report, exposition and procedure.

Basically, the texts are categorized in two main parts in which each text had different meaning and function. So, we can use the texts above based on our need.

2.3.1. The types of text

- a. Recount text

Feunteun(1995) states that recount is a piece of text that retells events for the purpose of informing or entertaining.

- b. Report text

Paul(19889) states that report text is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

c. Explanation text

Martin(1997) states that explanation text is a piece of text that explains the processes involved in the formation or workings of natural or sociocultural phenomena.

d. Exposition (Analytical) text

Couture(1986) states that exposition (analytical) is a piece of text that persuades the reader or listener that something needs to get attention.

e. Exposition (Hortatory) text

Paltridge(1995) states that exposition(hortatory) is a piece of text that persuades the reader or listener that something should or should not be the case.

f. New item text

Kress(1993) states that new item text is a piece of text that informs readers, listeners and viewers about events of the day which are consider news worthy or important.

g. Narrative text

Cope & Kalantzis (1993) states that narrative is a piece of text that amuses, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

h. Description text

Anderson (1997: 26) states that a description text describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.

i. Procedure text

Feez and Joyce (1998: 27) states that procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps. Procedure text is one of the texts in genre based approach. In this research, procedure text is a piece of writing that tells us information of making or doing something through several steps or directions. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment. Procedure text used in this research are cooking recipes and manual steps of doing something. In addition, there are two important parts that students have to consider. They are the generic structure and the language features of procedure text.

Swales(1789) states that the generic structure of procedure text divided into three parts, such as goal, ingredients or material and method or steps. Goal or purpose in procedural text describes someone wants to do. It usually states in the title of the text. Futhermore, material or ingredients are things to be prepared. Method or steps provide sequence step in making or doing something. Meanwhile, the language features that usually used in writing procedural text are in the form of simple sentence, use many action verbs for command (stir,chop,cut), use present tenses and use linking words (first, then, last).

2.4. Previous Study

In conducting this research, the researcher took the previous study by EkaPujiAstuti(2010), FaniApriliyah(2010), Nurmala and Khusuma(2015), Lestari(2014).

The first is that by EkaPujiAstuti(2010) at the title of research “Improving Students Reading Skill of Recount Text By Using Think,Talk,Text Strategy at MTS Bangko” Whose finding stated the strategy was appropriate to improve the skill with the material, this research using Classroom Action Research so this research was done and successfully.

The Second is by FaniApriliyah(2010) at the title of research “The Effectiveness of Applying Think,Talk,Text Strategy on Students Achievement in Reading Analytical Exposition Text at SMA Swasta Al-Fattah” Whose finding stated that the strategy was appropriate in the students achievement in reading skill, this research using Quasi Experimental, this study was done and successfully.

The third is by Nurmala and Khusuma(2015) at the title of research “The Implementation of Think,Talk,Text Strategy to Improve The Students Motivation in Writing Narrative Text at SMA N 3 Sragen” Whose finding that this strategy was appropriate with the strategy and the materials, and this study was use a Quasi Experimental, but in this study was no significant and still unsuccessful because they said that there is a mistake in this study which from the process as like at the sample which so little, for that they give a suggestion for further research to research use same strategy,same skill but must use a different material and use a sample not too little.

The Fourth is by Lestari(2014) at the title of research “ Using Think,Talk,Text to Improve Students Writing Skill in Descriptive Text at MTS AbahyahGabusPati” Whose finding this strategy still imbalance with the materials and still was not appropriate, this study was use quasi experimental, but ini the result of this study show that there was still no significant in students achievement, still unsuccessful also the research said that there are a mistakes in this study as like from the process in a sample which so little and from the strategy still not imbalance with the material. So this study was suggestion for further research to research this strategy again with the same skill but must use a different material with the sample not to little.

Based on previous research theories above,there are some similarities. Between their studies have the same goals that improve their Writing skill. But from the third and the fourth research have the similarities they have a some mistakes at that research and have a same results its mean the result is no significant and that from the process. So that research conduct to the further research to research the same strategy and the same skill but must use a different material and must use a sample not too little.

2.5. Summary

Writing is the last skill of four skills in English language. Writing also is a important skill for the students and by using Think,Talk,Text Strategy at Procedure Text can minimize the students'difficulties in writing, especially in composing procedure text and can help the teacher in teaching writing.

2.6. Hypotesis

The researcher proposes that by using Think,Talk,Text can Apply On Students Achievement in Writing By Using Procedure Text at Dharma Wanita of Vocational High School Gresik.