

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the theories and earlier study related to the problem. Those theories and study are important for the researcher as guide to analyze the data later. This chapter divided into five headings. First heading consists of teaching writing in senior high school, scientific approach of teaching in curriculum 2013, text taught in senior high school, and steps of writing texts. Second heading explains about text genre which consists of definition of text genre and types of text genre. Third heading explains about narrative text which consists of the definition of narrative text, general concept of narrative text and sample of narrative text. Fourth heading explains about Think-Talk-Write strategy which consists of description of Think-Talk-Write strategy, the steps of Think-Talk-Write strategy, benefit of Think-Talk-Write strategy, and the application of Think-Talk-Write strategy in writing narrative text. Fifth headings explain about previous study related to Think-Talk-Write Strategy.

2.1 Teaching Writing

2.1.1 Teaching writing in senior high school

The term of teaching writing 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 from.

Writing is one of the skills in learning English besides speaking, listening and reading. Writing is a complex interaction of cognitive and

physical factors. It allows for the creation of ideas and information with written symbols and words. Writing is considered as the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think and express it on a paper by using the correct procedure. There are a lot of definitions of writing. According to Harmer (2004) writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.

In senior high school, literacy is the focus of development learning English in this curriculum. One of the goals in learning English at senior high school is to develop communication skill in English both spoken and written language. Therefore, the teachers must be careful in teaching writing to his/her students.

In addition, senior high school students are expected to reach informational level because they are prepared to the university. They are expected to produce knowledge using their own language. In this case, the students must be able to create a text using their own words. The texts used are narrative, descriptive, recount, etc.

O'Brien (2000) states that our principles which should govern the teaching of writing: First of all, teachers should be aware of the difficulties involved in writing and should take account of them in their teaching and in their assessment of students' work. Secondly, teachers should expose their students to various models of the text-types they want them to write so as to

facilitate the writing process. Furthermore, a third principle might be the careful selection of text-types for both reading and writing, always taking into account that students can usually read language that is more advanced than the language that they can produce. Last but not least, teachers should bear in mind that unless the production of whole texts is encouraged, the teacher will not have the opportunity to teach all the important features that help to make the text coherent.

2.1.2 Scientific approach of teaching writing in curriculum 2013

The government claims that this approach will be more effective to improve students' learning outcomes than the traditional one. This approach is also considered relevant with the idea that learning is a scientific process in the classroom. Therefore, scientific approach in Curriculum 2013 must be applicable in all subjects including English.

According to ministry of education and culture, scientific approach focuses on three points in teaching and learning process. These are attitudes (affective), skills (psychomotor) and knowledge (cognitive). Attitudes refer "students know why", skills refer to "students know how", and knowledge refers to "what students know". These three points are expected to make students affective, creative innovative, and productive.

In order to achieve these goals, the teachers follow the five steps in teaching and learning process. They are observing, questioning, associating, experimenting, and communicating.

a. Observing

Observing is a kind of meaningful learning. Here, students and teachers are provided with objects, real objects, or phenomena. Students are directly involved in learning. It helps teachers to contextualize students' learning in the classroom. At the same time, students can learn based on what they see to construct their knowledge.

b. Questioning

Questioning is a powerful teaching technique that has been used for years. Questioning is considered to develop interest and motivate students to become actively involved in lessons, to evaluate students' preparation and check on homework or seatwork completion, to develop critical thinking skills and inquiring attitudes, to review and summarize previous lessons, to assess achievement of instructional goals and objectives, and to stimulate students to pursue knowledge on their own.

c. Associating

In the context of learning, "associating" is focused on students' learning activities. In order to apply "Associating" in the learning process, the teacher should do the steps as follows:

- Teacher prepares the learning materials in a form that is ready in accordance with the demands of the curriculum.
- The main task of the teacher is to give a brief to and clear instructions with examples.
- The learning materials are arranged in a tiered or hierarchical, starting from the simple to the complex.

- Results-oriented learning activities can be measured and observed.
- Every error must be corrected.
- Repetition and practice need to be done so that the desired behavior can become a habit.
- Evaluation or assessment is based on the behavior of a real or authentic.
- The teachers record all learners progress,

d. Experimenting

To get the real or authentic learning, learners have to do experiments. For example, students should understand the concepts of science and its relation to everyday life. Learners must have the skills to develop knowledge about the environment, and be able to use the scientific method and scientific attitude to solve the problems they face in everyday life. The application of experimental methods is intended to develop various learning objectives, the attitudes, skills, and knowledge.

e. Communicating

Communicating is also called collaborative learning. Here, collaborative learning is a personal philosophy, which is more than just learning techniques in the classrooms. Collaboration is the essence of philosophy and lifestyle of human interaction that places and facilitates collective efforts in order to achieve common goals. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students' learning. Here, the students are those who are active. In a collaborative situation, the learners interact with empathy,

mutual respect, and receive a deficiency or excess, respectively. This allows the learners to face various changes and challenges to learn together.

2.1.3 Texts taught in senior high school

Text is the essential building blocks of your writing. Svobodova (2000) points out that texts mark the flow of your argument, with each paragraph focusing on one main idea and a cluster of connected sentences to expound upon and amplify it. In addition, Zemach and Islam (2005) explains that text can give information, tell opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the researcher wants to say. Nevertheless, Zemach and Rumisek (2005) states that a text is a group of sentences about single topic, together, the sentences of the paragraph explain the researcher's main idea about the topic.

Based on curriculum 2013, The teaching learning of English has purposes to develop four language skills: listening, speaking, reading and writing. There are five text genre of writing which is taught in tenth grade of senior high school, those are as follows:

a. Recount

According to Mark and Kathy Anderson (2003) a recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of recount text is to give the audience a description of what occurred and when it occurred. Moreover, the characteristics of recount paragraph are focusing on specific participants, using materials processes,

circumstance of time and place, using past tense and focusing on temporal sequence, this paragraph has generic structure such as: orientation (provides the setting and introduces participant), Events (tell what happened and what in what sequence), and Reorientation (optional closure of events).

b. Narrative

Narrative paragraph is used to amuse, entertain and to deal with actual or vicarious experience in different ways. In addition, Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Instead of these, Neo (2005) points out that narrative text comes in subcategories such as realistic fiction, historical fiction, folk stories, fantasies, legends, and works of magical realism or science fiction. The characteristic of Narrative paragraph are focusing on specific and usually individualized participants, using material processes, using relational processes and mental processes, using temporal conjunction and temporal circumstances, and using past tense.

c. Procedure

According to Competence Based Curriculum 2013, procedure is used to describe how something is accomplished through a sequence of actions or steps. The characteristics of procedure are focusing on generalized human agents, using simple present tense, often imperative, using mainly temporal conjunctions, and using mainly material processes; Generis Structure of procedure is Goal (showing the purpose), Material (telling the needed material), and Steps (describing the steps to achieve the purpose).

d. Descriptive

According to Zemach and Rumisek (2005), description is paragraph that is used to describe a particular person, place or thing. A descriptive paragraph explains how something or someone looks or feels. Moreover, characteristics of description paragraph are focusing on specific participants, using attribute and identifying processes, frequently using epithets and classifiers in nominal groups, and using simple present tense. Description paragraph has generic structure such as: Identification that identifies phenomenon to be described and Description that describes parts, qualities, and characteristic.

e. News items

According to Competence Based Curriculum 2013, news Item is used to inform readers, listeners or viewers about events of the day which are considered newsworthy or important ; The characteristic of this paragraph is short telegraphic information about story captured in headline, using material processes to retell the event, using projecting verbal processes in sources stage, and focusing on circumstance. Moreover, Generic structure of News Item such as : Newsworthy Event consist of recounts the event in summary form, Background Events elaborate what happened, to whom, in what circumstances, and sources are comments by participants in, witnesses to and authorities' expert on the event.

2.1.4 Steps of teaching writing

Meyers (2005) points out that there are six steps to make a good writing, those are as follows:

a. Exploring ideas

Writing first involves discovering ideas. Before writing, let our mind explore freely. And then record those thoughts by writing on whatever you can. As in speaking, you must have something to say, a reason for saying it, and someone to say it to.

- Your subject

Before writing ask yourself, “What is the subject or the material want to write about and what do I know about it?” Choose a subject that you care about and know about (or can find out about). Then you will have something interesting to say, and you will say it more clearly and confidently. You must select and then narrow your subject from the general you will practice doing that in the exercise that follows.

- Your purpose

After deciding the subject, now ask yourself, “What is the purpose?” Communicating always has a purpose to persuade or to entertain or may be to do all three. You could inform, persuade or to entertain your classmate with example of odd incidents you have experienced at your job.

- Your audience

After deciding your subject and your purpose, ask yourself, “Who is the audience?” To answer that question, it will determine what you say about your subject and what the purpose you hope to achieve.

You may need to provide a lot of evidence to persuade a reader who does not agree with your opinion, but provide far less for someone who tends to agree with you.

b. Pre writing

The second step of the writing process involves writing your thoughts on paper or on the computer. Don’t worry about making mistakes because you will probably change your mind and your wording later anyway. This step is called pre writing. It is a time to relax, to write quickly and to begin organizing your thoughts.

- Brainstorming

One way to capture your thought is by brainstorming, or listing thoughts as they come to you. You might brainstorm a second or third time to generate more ideas.

- Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches.

- Free writing

Another way to get started is free writing. You simply write about the subject without worrying about sentence, structure, spelling, logic and grammar. Writing as you would speak so that you can get your ideas down fast.

c. Organizing

After you have put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding. Think again about your purpose and audience what goal does you want to accomplish – to inform, persuade, or entertain? What point do you want to make? And what should you tell your readers so that you can accomplish those goals?

d. Writing first draft

You have done some pre writing, selected your best ideas, expanded on them, and arranged them in some reasonable order. Now you can begin the first draft of your paragraph. Do not worry about being perfect, so write fast as if you were speaking to your readers. Some steps for drafting can be stated as follows:

- Say something about before you write in
- Write fast by hand or by computer
- Use only one side of the paper
- Leave wide margins and double space to make room for changes.
- Save your work every five or ten minutes on the computer.

e. Revising the draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what you have already written. When you revise, you examine how well your first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further, cutting out ideas that do not support your point, and changing the wording of your sentences. These are some tips for revising:

- Make notes in the margins or write new material on a separate sheet of paper.
- Circle words you think you misspelled or will want to change later.
- Tape or staple additions where you want them to go.
- On the computer, use cut and paste or insert commands to move things around.
- Print out a double space copy for revisions: slow down and revise in pencil.

f. Producing the final copy

There are two steps in producing the final copy, they are :

- Editing

After you have revised your paragraph, you can edit your work.

Check it carefully. Focus on grammar, word choice, verb forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it out again with all your corrections. This draft should be neat and should represent your best effort.

- Proofreading

The final stage in the revision process is proofreading. That means carefully reading your draft more than once to check that your revisions and editorial changes were made correctly.

2.2 Narrative Text

2.2.1 Definition of narrative text

In Curriculum 2013, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. In addition, Neo (2005:58) states that narrative paragraph is used to amuse, entertain and to deal with actual or vicarious experience in different ways. In addition, Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Instead of these, narrative texts come in subcategories such as realistic fiction, historical fiction, folk stories, fantasies, legends, and works of magical realism or science fiction.

Meyers (2005) argues that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997) states that narrative is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener.

Based on the definition above, the researcher can conclude that narrative text is a kind of text that tells reader a story or relates an event whether in personal experience or in a personal way.

2.2.2 General concept of narrative text

a. Characteristic of narrative text

Anderson (1997) states that Characteristics of narrative text are as follows:

- It tells us about a story of event or events.
- The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of that narrative are carefully selected for purpose.

b. Generic structure

Neo (2005) states that a narrative has a structure, a shape or a pattern as follows:

1. The composition, it establishes the characters and situation.
2. Rising action, it refers to a series of complication leads to the climax.
3. The climax is the critical moment when problem/ conflicts demand something to be done about them.

4. Felling action is the moment away from the highest peak of excitement.
5. The resolution consists of the result or outcome.

On the other hand, Anderson (1997) points out that the steps for constructing a narrative are:

1. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2. Complication/ rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve main characters and often serves to (temporally) toward them from reaching their goal.

3. Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

4. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering ‘How did it end’?)

5. Reorientation

It is an optional closure of event.

c. *Language features*

According to Anderson (1997), the language features usually found in narrative texts are:

- Specific characters
- Time words that connect to tell when they occur
- Verbs to show the action that occur in the story.
- Descriptive words to portray the character and setting.

2.2.3 Types of narrative text

Neo (2005) states that there are many different types of narrative texts.

There can be a combination of narratives within each of this different type.

Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category Here are some examples of the different type (or genre) of narrative showing typical features:

a. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- Orientation: the narrator tells the funny characters names in unusual setting.
- Complication: in this part, something crazy happen.
- Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- Resolution: All is well that end well.

b. Romance

- The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:
- Orientation: it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.
- Complication: boy meets girl.
- Sequence of event: it contains the development relationship, jealousy, love, hurt, pian, warm, sharing, and overcoming problems.
- Resolution: boy gets girl, marry and live happy ever after.

c. Historical Feature

Here are the feature of a typical historical fiction text:

- Orientation: a setting in the past and description of a period in history.
- Complication: good meets evil

- Sequence of event: action related to a period in history, character's lives affected by the events of history, description of life at the time.
- Resolution: characters survive the chaos of the time (for example, the war ends).

d. The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

- Orientation: main character is the narrator. Time setting is given by diary entries.
- Complication: given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.
- Sequence of event: diary entries tell of feelings, hopes, and happening.
- Reorientation: the narrator tells what happens to solve the complication.

e. Fantasy

Below are the features of a typical fantasy narrative:

- Orientation: setting may be in another dimension with goals, witches, wizard, and so on. Hero who may has magical power.
- Complication: evil forces affect the goodies.
- Sequence of event: use of magic. Action includes elves, dragons and mystical beasts, heroism.
- Resolution: God defeats evil forces.

f. Science fiction

Science fiction narratives use the setting involving science and technology. Here are the typical features of the text type:

- Orientation: a feature setting and a world with technology.
- Complication: an evil force threatens the world.
- Sequence of event: imaginative description. Action involves technology, science, and super invention.
- Resolution: good defeats evil.
- Coda: take care that science is used for good, not evil.

2.3 Think-Talk-Write strategy

2.3.1 Description of Think-Talk-Write strategy

This learning strategy is based on a talk writing to understanding that learning is a social behavior. In this learning strategy, learners are encouraged to think, talk and then write down related to a topic.

According Huinker and Laughlin (1996) states “The Think-Talk-Write strategy build in time for through 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 student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing”.

Besides that, Yamin and Ansari (2008) points out that *Think-Talk-Write* is one of learning strategy which is purpose to improve students’ understanding ability. In this strategy, the students are supported to be active

in the teaching learning process. Activity “*think*” we can see from the process in reading a text related with the material. Next, we ask students to make notes about what they have read. The notes will be read, explained, and discussed in their group. We can mention this steps as students “*talk*” activity. After the students finish discussing with their own group, the students will express the result of discussion in form of written text. Writing can help the students realize one of learning purpose and measure students understanding on the material have learned. This step is students activity in “*write*”.

Based on the statement above, the Think-Talk-Write strategy presented here allows all students to talk out the ideas behind their thoughts before they write. Talking encourages the exploration of words and the testing of ideas. Talking promotes understanding. When students are given numerous opportunities to talk, it means that it is conducted to its way into students’ writing.

2.3.2 Steps of Think-Talk-Write strategy

Silver and Smith (1996) argues there are series of implementation that should be follow in setting up Think-Talk-Write Strategy are:

1. The teachers divide classroom into several groups. In group consist of 4-6 students.
2. Students reading a text and make notes about what they have read (Think), then discuss with their group.

3. The students do interaction and collaboration with their group to discuss the notes (Talk). In this activity, the students using their own words to explain ideas in their group.
4. The students express the result of discussion in form written text (Write). Writing can help the students realize one of learning purpose and measure students understanding the material have learned.
5. 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.
6. The final activity the Students compose the paragraph based on their idea in a paper.

2.3.3 Benefit of Think-Talk-Write strategy

As a method, the implementation of Think-Talk-Write has strength in teaching and learning process. Here are the strength of Think-Talk-Write strategy:

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

2.4 Previous Study

In conducting this research, the researcher took account the study that was done by Nina Nurinayah (2008), Fadiyah Suryani and Fatkhulloh (2012) and Fauzan Hidayat (2010). The first is that Nina Nur Inayah (2008) explained that Think-Talk-Write strategy can improve students' understanding of mathematic for the eighth grade of junior high school MTsN 19 Pondok Labu Jakarta Selatan. The data in this study resulted that the students' motivation and ability in mastering mathematic lesson was increasing.

The second, Fadiyah Suryani and Fatkhulloh (2012) did research related to the effect of students' creativity in understanding material set in physics. This study took place in Yogyakarta and the participants were from tenth grade of junior high school. Their study found that Think-Talk-Write significantly improved students' achievement in learning electromagnetic concept. This study resulted that Think-Talk-Write activity could enhance the creativity of students in critical thinking, asking questions and working to find concepts and new ideas.

The third research was done by Fauzan Hidayat (2010). This study was conducted for seventh grade students of junior high school in Boyolali. He found that Think-Talk-Write strategy can improve students' ability in learning biology. Indeed, the students were more active and able to motivate the students in the class. So, it resulted that this strategy could affect the students' competence in term of affective and cognitive. All of studies are designed in classroom action research.

Based on the previous findings above, the present researcher assumed that Think-Talk-Write was a flexible strategy to help students understand the material in the school. It was proved that the previous researchers found positive effects in using Think-Talk-Write strategy in the fields of mathematics, psychology, and biology lessons taught at school. Therefore, the present researcher wanted to conduct a study related to Think-Talk-Write strategy with a different design research to develop students' writing ability. As the difference between the previous study and this present study was that the previous studies only focus on the concept of understanding certain material or lesson. In this present study, the researcher tried to integrate between the students' understanding of English grammar and students' ideas in written form by using a text. As stated by English Standard Competence that writing is an important skill for students to achieve in learning English. So, this present study was more flexible than the previous study because the students not only can understand English grammar but also are able to compose paragraphs by expressing their ideas and thoughts.