CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the results of reviewing some related literatures dealing with topic of the study, covering writing, descriptive text, Think-Talk-Write Strategy, teaching descriptive text using Think-Talk-Write Strategy, assessing students' writing descriptive text and previous study.

A. Writing

1. Definition of Writing

Writing is one of the four skills in English that should be mastered by students who learn english as a foreign or a second language. Writing is a means of communicating ideas, feeling or opinion in written form. According to Rahman, et al., (2013:2) writing is a skill which involves writer's ability in arranging letter, word, and specific language sentence into writen communication. The definition implies that writing is a complex skill in which it insists the learners to be skillful in arranging the word into sentences and sentences into a paragraph.

Another definition is given by Jahin (2008:125) who says that writing is essential feature of learning a language because it provides an excellent means of foxing the vocabulary, spelling, and sentence pattern. It means that the writing is the importance skill that should be mastered because in writing provides an excellent means like foxing the vocabulary, spelling and sentence pattern.

From the definitions above it can be concluded that writing is the highest skill level. Writing is a process of pouring ideas in the form of a series of language symbols or letters. As one of the productive skills, writing requires the learner to be able to explore, discover and express ideas, feelings, experiences, and write using appropriate language.

2. **The Proccess of Writing**

If someone wants to write something and he/she wants to make perfect piece of writing, he/she has to know the process of writing. According to White (1986) there are five stages of process of writing, they are invent, gather and plan, organize and outline, write a first draft, and revise.

a. *Invent*. To discover a topic, the important details about the topic, and what a writer mainly want to say about it.

b. *Gather and plan*. Retrieve details about the topic from a writer's memory or from background reading.

c. *Organize and outline*. Map out a writer's in idea in terms of beginning, middle, and an end, device a working (trial) outline to maintain coherence and a through development.

d. *Write a first draft*. Develop your idea, concentrating more on content than on style or correctness.

e. *Revise*. Rework your draft to improve accuracy, readability, and development. Revision can take whenever you want it to, but the most

efficient time for it to occur is after you have completed a preliminary draft.

From the statement above it can be concluded that there are five stages to make a perfect piece of writing. The first stage is the students find the topic, the second is the students collect details information about the topic, the third is the students do mapping out ideas (begining, middle, end), the next is the students start to write a first draft about the topic, and the last is the students rework a draft after finishing writing a draft.

3. **The Purpose of Writing**

There have the purpose of writing. Purpose is the reason why the person compose a particular piech of writing (Matt Copeland, 2010:2-5). It means that with the purpose of writing it can guide which relies on his/her writing. There are eleven aim of writing as follow:

a. To deliver, writing is often use to express ideas, thoughts and feeling on expressive writing for other readers.

b. To describe, writing can be aimed to describe people, place, things, and theories. With description allow the audience to feel as though they are a part of the writer's experience of the subject.

c. To explore or learn, writing is one of ways to explore and learn something like a new knowledge for people.

d. To entertain, entertaining writing is one of the purpose. It can be used to entertain others by creating a joke or humorous written text.

e. To inform, writing is always used to inform somebody about some news or information.

f. To explain, writing is also used to explain something experience, to explain what or how something happens.

g. To argue, writing used to convince its audiences in particular ways as argumentative writing.

h. To persuade, writing used to convince people or reader to agree with persuasive writing itself.

i. To judge, writing used to judge the people, things, product, or policies. It is kind of argumentative writing.

j. To problem solve, problem solving is a kind of argumentative writing. Writing used to persuade the readers to adopt some solution to particular problems.

k. To mediate, writing is also used to reduce disagreement or disharmony one of them is using writing as a medium.

From statement above it can be concluded that there are eleven aim of writing. that are to express (ideas, feeling, thoughts), to describe (people, place, things, theories), to explore (learn something), to entertain (creating a joke or humorous), to inform (give some news or information), to explain (explain how something happens), to argue (argumentative writing), to persuade (to convince people agree with persuasive writing), to judge (things, product, policies), to problem solves (to persuade the readers to adopt some solution), to mediate (to reduce disagreement or

disharmony). That is the eleven aim of writing according to Matt Copeland it can guide which relies on his/her writing.

4. **Kinds of Writing**

According Kane (2000:6-7) states that there are various kind of writing that a writer makes. He classifies the most common kinds of writing that consist of expository, descriptive, narrative and persuasive.

a. Expository, Expository used to explain, analyze, define, compare, illustrate a something with relavan facts, ideas, beliefs.

b. Descriptive, is used to explain the detail of object or scene to describe. In this stye of writing that focuses on describing a character, an a event or a place concerned with experience.

c. Narrative, is telling a story by chronological order using an actual sequence of events. It is used to illustrate the author who writes from one of the characters.

d. Persuasive, is used to convince the reader the point of view which is recommended by the writer. It contains the opinions used to make a case or prove or disapprove a statement or proportion.

From the description above it can be concluded that there are four kinds of writing, that consist of expository (to explain, analyze, define, compare, illustrate), descriptive (to describe of object like persons, place, rhings, or theories), narrative (telling story) and persuasive (to persuade the reader about the opinion). That are kinds of writing according to Kane.

B. **Descriptive Text**

1. **Definition of Descriptive Text**

According to Gerot et. al. in Imelda (2014:2) said that Descriptive text is a text that gives information about particular person, place, or thing. states that descriptive text is a kind of text with a purpose to give information. The contexts a particular person, place, or thing. It means that descriptive text is the kind of information text with the context of describes of person, place, or things.

Knapp and Matkins (2005:95) states that describing means categorizing or classifying something in almost infinite range of experiences, something described either objectively or subjectively.it means that descriptive text is kind of categorizing or classifying text that describe either object and subject

From definition above it can be concluded that descriptive text is a information text or classifying text that describe person, place or things with the purpose to describe person, things, or place to the reader.

2. **Kind of Descriptive Text**

Kind of descriptive text has three kinds; they are describing a place, describing a person, and describing a thing.

a. Describing a Place

In describing a place, the arrangement of the details in a descriptive paragraph depends on the subject. The selection and the

description of details depend on the describer's purpose. For the example paragraph can be seen in following figure:
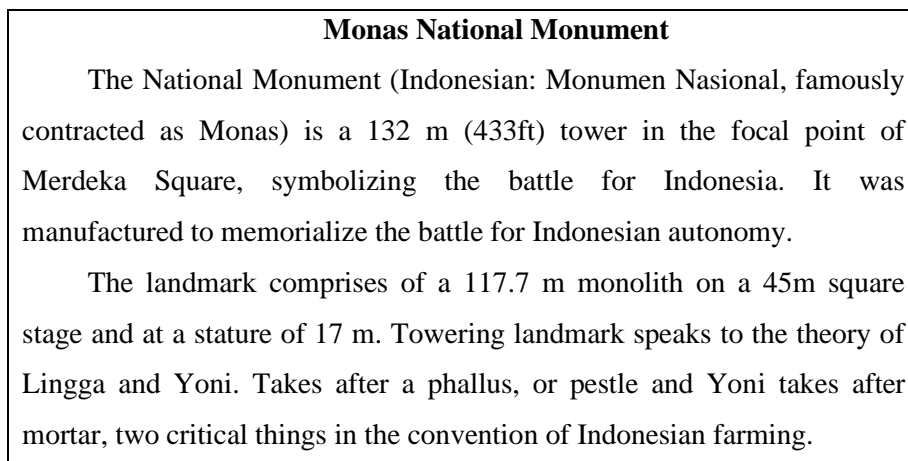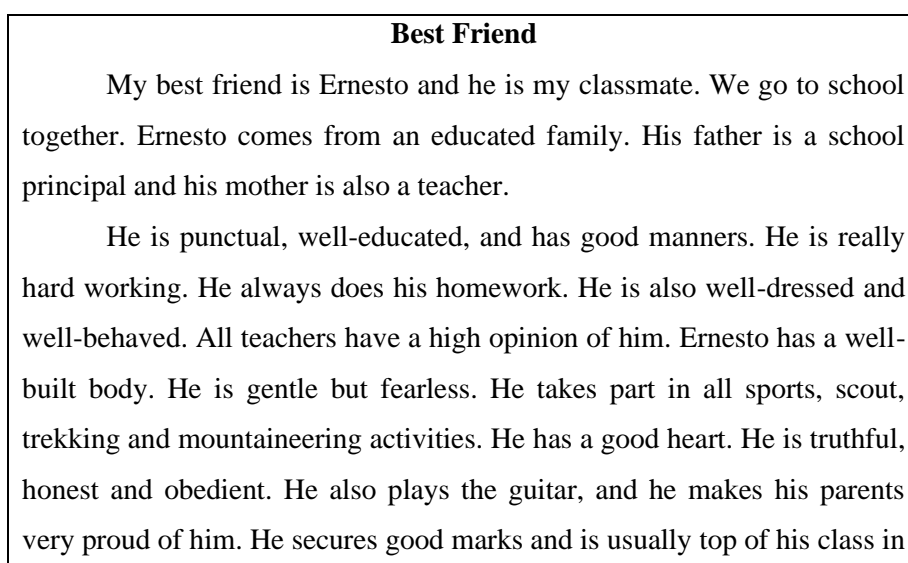
Monas National Monument
The National Monument (Indonesian: Monumen Nasional, famously contracted as Monas) is a 132 m (433ft) tower in the focal point of Merdeka Square, symbolizing the battle for Indonesia. It was manufactured to memorialize the battle for Indonesian autonomy.
The landmark comprises of a 117.7 m monolith on a 45m square stage and at a stature of 17 m. Towering landmark speaks to the theory of Lingga and Yoni. Takes after a phallus, or pestle and Yoni takes after mortar, two critical things in the convention of Indonesian farming.

Figue 2.1. The Example Paragraph of Describing a Place

b. Describing a Person

In describing a person, arrangement the paragraph depending on the subject or assignment. It can describe the person's physical appearance, behaviour, style of writing, style of clothing, colour, style of hair, face shape, body shape, and expression etc. The example can be see in the following figure.

Best Friend
My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.
He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in

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examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Figure 2.2. The Example Paragraph of Describing a Person

c. Describing a Thing

In the describing a thing, the arangement of the details in a descriptive paragraph depends on the subject. The selection and the description of the details depend on the characteristic of the subject. The example can be seen in the following figure.

My Favorit Novel

I have a favorite book. It is not actually a book, but a set of novels. The story is about a magical world and dragons, my favorite mythical creature. My sister bought it for me when she went to England last year to finish her research. My sister gave it to me because she knew that I love story about dragons. I was very happy to get it. I put it next to my old collection in the cabinet.

My favorite set of novels consist of four thick novels. Each of it contains 500 to 600 pages. The text is in English, sometimes I have to open my dictionary to check the meaning of some words. The book cover is made of leather. The colour of the leather is different for each book, there are brown, light brown, yellow, and red leather. The title of each book is written on the left side and on the front side of the novel. There is also a box specially designed to keep all the novels. This box is covered by green leather.

Figure 2.3. The Example Paragraph Of Describing a Thing

For definition above it can be concluded that there have three kinds of descriptive text consist of describing place, describing person, and describing a thing.

3. Generic Structure of Descriptive Text

The students should master the generic structure before they write a descriptive text It makes the students easier to arange the word into a good sentence in the descriptive text. The structure of descriptive text follows some particular stages the beginning middle and last of the text Each text has its descriptive text. They are :

a. Identification

In this part introduces to the subject of the description in general. For example can see in the following figure.

> *Identification:*
> Have you ever watch the cartoon movie "Kung Fu Panda"? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Here is the description about Panda.

Figure 2.4. The Example of Identification on Descriptive text

b. Description

In this part gives details of the characteristic features of the subject in specificaly. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit, and daily life, etc. Depend of the kind of the descriptive text (person,place or thing). For the example can see in the following figure.

> *Description:*
> Pandas are bear-like animal which originally live in center and western part of China. Pandas have distinguish features that make them different other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and

arms. Those black marks make Pandas unique and different.

Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas' diet is totally different with other species of bear; in which they prefer bamboos than others. 90% of pandas' diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

Figure 2.5. The Example of Description on Descriptive Text

From definition above it can be concluded that generic structure of descriptive text must be doing identification and description when writing a descriptive text. It is to make the students easier to arrange the word into a good sentence in the descriptive text.

4. The Language Feature of Descriptive Text

Descriptive text often uses word of 'be' and 'have' and often use Simple present tense and simple past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features:

a. Focus on specific participants (My English teacher, Andini's cat, My favourite place)

b. Use of Simple Present Tense Use of Simple Past Tense if Extinct. - Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair)

c. Use of descriptive adjectives (strong legs, white fangs) - Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)

d. Use of action verbs 'Material Processes' (It eats grass, It runs fast)

e. Use of adverbials to give additional information about behaviour (fast, at tree house)

f. Use of Figurative language (John is as white as chalk.)

From definition above it can be concluded that be sides writing descriptive text using simple present tense and past tense it must be observed the another significant gramatical features of descriptive text.

C. Think-Talk-Write (TTW) Strategy

1. Definition of Think-Talk-Write (TTW)

Think-Talk-Write (TTW) is one of teaching strategies that belongs to cooperative learning that encompasses the process of thinking, speaking and writing.

Think-Talk-Write (TTW) is one of learning strategy with the purpose to improve students' understanding ability. It is a learning starting from thinking through reading material, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion. In the study Think-Talk-Write (TTW) refers to the strategy used in student's writing descriptive text ability.

According to Huinker and Laughlin in Ratna and Giska (2015:2), Think-Talk-Write   (TTW) 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. It means that the Think-Talk-Write (TTW) Strategy is the strategy builds in time four thought or think, Talk or

discuss the idea, then write or product the result on write down on the paper after that presentation about the product.

Think-Talk-Write (TTW) have three activities that is Activity *Think* is an activity that involves getting picture and interpret it into a small note based on what they have been thinking. After writing or making a note, students are asked to differentiate and unite the presented ideas. Activity *Talk*. Talk is important as it demands to use own words and languages to deliver the ideas to make a complete understanding. The sharing strategy is one of the ways used to enhance students' talking ability. Process cquetionommunication is done through the students' lives. As social human beings who interact with the environment to communicate. In a real implementation, this activity can be utilized before starting a writing class. Activity *Write,* the next phase is "write" means writing dialogue and discussion This activity means, students have to do dialogue and discuss the ideas with friends so that can be expressed on a paper through writing.

2. **Advantages of Think-Talk-Write**

According to Jumatan Hamdayama in Pradita Marlia (2016:27). There are some advantages and disadvantages from this strategy, as follows:

a. The advantages of Think-Talk-Write (TTW) strategy is to sharpen the entire visual thinking skills.

b. Develop a meaningful solution in order to understand the teaching materials.

c. Can develop critical and creative thinking skills of students

d. By interact and discuss with the group will engage students actively in learning.

e. Allowing the students to think and communicate with friends, teachers, and even with themselves.

It means that Think-Talk-Write (TTW) strategy can help the students to develop critical and creative thinking and to develop their knowledge itself. The students can creat their good concept with communicate or discuss their ideas with friend, teacher, and even with themselves on writing in english with sistematic, so the students more understand with their lesson.

D. Teaching Descriptive Text using Think-Talk-Write (TTW)

There are several steps in applying Think-Talk-Write (TTW) strategy such as:

1. The teacher divides a clasroom into several groups consist of 4-6 students.

2. The teacher explains Descriptive text. (Generic structure and Languages Features).

3. The teacher gives students a picture relating to things, people, places for instance, a picture of Agnes Monica.

4. Students describe the picture in their imagination and make notes individually small (Think). Each student in group describes the picture of

Agnes Monica with individually, what they think about Agnes Monic, This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.

5. Students discuss with members of their own groups about small notes they have made (Talk). In this activity, students discuss the results of a collection of ideas that they made individually about Agnes Monica. A small note from a student in a group such as Agnes Monica has long hair, beutiful.

6. After students collect and discuss the results of their ideas, students have to elaborate the ideas into a descriptive paragraph and conclude and determine which one generic structure and language feature of the descriptive paragraph (Write).

7. The final activity the Students write down the paragraph descriptive that they make in a paper and from each group present their answer.

From definition above it can be concluded that Think-Talk-Write (TTW) strategy is to push the students on thinking, speaking and than write a topic.

E. Assessing Students' Writing Descriptive Text

Hughes (2003: 83) suggests that assessing writing involves three issues:

1. Writing tasks should be set that are properly representative of the range of tasks we would expect students to be able to perform.

2. The tasks should elicit writing that is truly representative of the students' writing ability.

3. The samples of writing can be appropriately scored.

      If we want to assess the writing usually, we make a scoring rubric for the categories that we want to assess and how much the score that should be given or this can be defined as rating scale. A rating scale is a written list of performance criteria that permits the teacher more than two choices (e.g., good, fair, poor or excellent, good, fair, poor) to judge student performance of each criterion (International Encyclopedia of the Social & Behavioral Sciences, 2001).

      In obtaining reliable score of writing, we can these two types of rating scale, holistic scoring and analytic scoring. The concept of holistic scoring is, a single score is assigned to writing samples, based on an overall impressionistic assessment of the student's performance on the test.

      The next scoring method is analytic scoring procedure; that is, a score is given for different aspects of a piece of writing, such as grammar, content and organization. The technique of scoring is based on five aspect, they are content, organization, vocabulary, grammar, and mechanics. The analytic scoring rubric by Cohen (2008:328-329).

      In addition, analytic score is used when the scoring is conducted by heterogeneous in a big group, less well-trained people or in number of different places. So that in this research, the analytic scoring rubric is used, because the sample itself big and the it is heterogeneous.

F. Previous Study

The research about Think-Talk-Write (TTW) Strategy has been done by previous researchers, such as researchers Gofisnovega, Kamilia and Ambarsari et al. This study conducted by those researchers were different from the present study in terms of (a) Methodology, (b) Population or participant, (c) Instrument, (d) Topic, which are presented in the following table:

Table 2.1. The Differences Between The Previous Studies and The Present Study

No	Name, Institute, and Year	Title Of The Research	Similarities	Differences
1	Darshim Gofisnovega, UNESA (2015)	The Implementa-tion Of Think-Talk-Write Strategy To Teach Writing Descriptive Text To The Seventh Graders Of SMPN 7 Surabaya	**Topic** - Using Think-Talk-Write Strategy to teaching Descriptive text	**Methodology** (Gofisnovega) - Using Qualitative approach - Using field note and questionnare for the instrument Methodology (this study) - Using Quantitative approach - Using Quasi-experimental research design - Using writing test for the instrument

No.	Name, Institute, and Year	Title of The Research	Similarities	Differences
				Population (Gofisnovega) - Seventh graders of SMPN 7 Surabaya Population (This study) Tenth garde students at MAN 1 Tulungagung
2	Maulida Agustin Kamilia, University of Islam Malang (2019)	The Effect of Think Talk Write Strategy on the Students' Writing Ability in Recount Text of the First Grade Students of SMK Plus ALMAARIF	**Methodology** - Using Quantitative approach - Using Quasi-experimental research design - Using writing test for the instrument	**Topic** (Kamilia) - TTW strategy on students'writing recount text ability Topic (This study) - TTW strategy on students' writing descriptive text ability **Population** (Kamilia) - First grade students of SMK Plus ALMAARIF Singosari Malang

No.	Name, Institute, and Year	Title of The Research	Similarities	Differences
				Population (This study) Tenth garde students at MAN 1 Tulungagung
3	Heny Ambarsari et al, State University of Padang (2018)	The Effect Of Think Talk Write (TTW) Strategy And Students' Reading Habit Toward Students' Writing Ability	**Methodology** - Uing Quantitative approach - Using Quasi-experimental research design - Using writing test for the instrument	**Topic** (Ambarsari) - TTW strategy and students habit toward students writing ability Topic (This study) - TTW strategy on students' writing descriptive text ability **Instrument** (Ambarsari) - Using reading habit questionnaire Instrument (this study) - Not using Questionnaire only writing test.

No.	Name, Institute, and Year	Title of The Research	Similarities	Differences
				Population (Ambarsari) - Third grade students of SMP IT Al- Husna Kampar Riau Population (This study) Tenth garde students at MAN 1 Tulungagung