

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher discusses some theories to support the topic of the research. The first, theory about writing includes the understanding of writing from some experts, theory about procedure text, then the last is theory about Think-Talk-Write strategy. It also presented previous study.

#### **A. Writing**

##### **1. The Definition of Writing.**

Writing is a way to express our thoughts in order the reader can understand what we have in our mind in the written form. This statement is supported by Nunan (2003: 88). He states that writing is the process of thinking to find idea than explain an idea in the text form. From this statement, it can be said that writing is one of the skills to convey ideas that have been compiled in words up to paragraphs so that the readers understand the purpose of the text. Besides that, in writing, we should choose the right sentences that are appropriate to express our idea because we cannot write meaningless words in writing. Then, we must consider the grammatical structure so that the reader can understand the ideas we write.

In addition, writing becomes one of the language skills which are very important for any student because by writing the students know the grammatical rules, it can cover all skills. According to Patel (2008:125), writing is an essential feature of learning a language

because it provides an excellent means of fixing the vocabulary, spelling, and sentence pattern.

From all those statements, the definition of writing can be concluded as a communication process that allows writers to explore thoughts and ideas into sentences up to paragraph with the correct grammatical structure to make the reader understand what it is.

## **2. Stages in Writing**

Writing as one of productive skills need a process. Harmer (2004: 4) states that “Writing process is the stages that a writer goes through in order to produce something in its final written form.” There are four steps in writing processes:

First, planning. In the planning, the writer has to think about three main issues. In the first place, they have to think about purpose of their writing since this will influence not only the type of text the wish to produce, but also the language they use and the information they choose to include. Secondly, they have to think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, writer has to consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called pre-writing.

Second, drafting. At the drafting stages, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. The first draft will need to be sorted and strained but it should be more focused than the free writing.

Third, revising. Revising means rewrite what the writer has written before. When doing the revision, the writer (students) reworks his draft according to the feedback that was given. They may add some information, which do not exist in writing work. The most important thing is checking the features of writing such as content, purpose, and organization.

Fourth, editing. Before final draft is evaluated, the students ought to read for their mistake in mechanics. Editing only pays attention to mechanic elements which include spelling, grammar, punctuation, and capitalization. It is important for students to edit by themselves as they have received feedback before they revise their written product.

Based on those explanations, it can be reaffirmed that the process of writing includes; prepare to write and to collect the ideas, develop ideas, write the rough, edit and revise.

### **3. Assessing Writing**

Assessing writing is one of important parts in process of teaching writing. According to Brown (2003:47), assessment is an ongoing process that encompasses a much wider domain. It can be in the form

of feedback, comments, questions, confirmations, corrections, quizzes, tests, etc. Assessment is an integral part of teaching and learning process including performance assessment, portfolio, and student self-assessment. Teachers can measure and assess how far the purpose of the study, that has been planned, is achieved or applied. It also measures the progress or development of their program.

In assessing writing, the teacher needs some criteria to assess the student's writing task. It is point of view by Weigle (2002:116) who states that criteria of assessing writing are: content, organization, grammar, vocabulary and mechanics. From those criteria, the result of the writing task still needs rubric score to assess a writing task. The scoring guidelines aspects of writing which are adopted from Weigle (2002) can be explained as follows;

**Table 2.1 Scoring Rubric Adopted from Weigle (2002)**

No	Element	Score	Criteria
1.	Content	30-26	EXCELLENT: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. concluding sentence) and coherence (relationship among ideas, understandable). It fulfills all criteria well.

		25-21	GOOD: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable), but one criteria is weak.
		20-16	FAIR: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable), but some criteria are weak.
		15-11	POOR: The text gives paragraph unity (topic, state good topic sentence, supporting sentence. Concluding sentence) and coherence (relationship among ideas, understandable), but most criteria are weak
2.		15-13	EXCELLENT: The text is coherent

	Organization	12-10	and the coherences are correct. Using chronological order and repeating the key words  GOOD: The text is coherent and the coherences are correct. Using chronological order.
		9-7	FAIR: The text is coherent and some criterias are appropriate enough.
		7-5	POOR: The coherences among sentences are weak.
3.	Grammar	25-21	EXCELLENT: Using simple present tense, adjectives and adverbs correctly.
		20-16	GOOD: Using simple present tense, adjectives and adverbs with few errors.
		15-11	FAIR: Using simple present tense, adjectives and adverbs with many errors.

		10-6	POOR: Using none or only one of grammatical features of descriptive text with errors.
4.	Vocabulary	25-21	EXCELLENT: Using appropriate words to describe places effectively.
		20-16	GOOD: Using appropriate words with few errors.
		15-11	FAIR: Using appropriate words with many errors
		10-6	POOR: Using inappropriate words
5.	Mechanics	5	EXCELLENT: Using correct punctuation, spelling and capitalization. It fulfills all criteria.
		4	GOOD: Using correct punctuation, spelling and capitalization. But one of the criteria is weak.

		3	FAIR: Using correct punctuation, spelling and capitalization. But two criteria are weak.
		2	POOR: Using incorrect punctuation, spelling and capitalization. All the criteria are weak.

Total Score: content+organization+grammar+vocabulary+mechanics.

#### 4. Types of Writing

Paragraphs or an essays can be written in different types or styles. A writer will choose a type depends on what he or she wishes to accomplish, what sort of material is to be discussed, and what kind of effect she/he wants to have on the reader. According to Callella (2001:137) there are five main types of writing they are: expository writing, descriptive writing, narative writing, persuasive writing, and creative writing.

##### a. Expository Writing.

Expository writing is one of types of writing in which the author intends to inform, explain, describe or define their subject to you. This is the most common type of writing find in text books and online. As the author is mostly trying to tell you all about the



subject, their opinions are left out leaving you with facts and figures instead of trying to defend or support an opinion. An example of expository writing is "How-to" articles, where the author is explaining how to build or do something yourself.

b. Descriptive Writing

Descriptive writing is type of writing which is use a lot of great visual words to help the readers see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail. When the reader are reading descriptive writing they feel as if they are there or can actually picture in their mind what they are describing. Metaphors, similes and symbols are often used in descriptive writing.

c. Narrative Writing

Narrative writing is one of the type of writing that commonly use in writing novels, poetry and biographies. The author puts themselves in their characters shoes and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because the reader can replace the author with themselves and it will seem as if the story is happening to them.

d. Persuasive Writing

Persuasive writing is a type of writing used to convince the reader to agree with the author about an issue. The author will rely

heavily on facts to express their opinion and use them in an argumentative type of writing style. When using persuasive writing, the author should never express their personal opinions, but instead should use facts to convince the reader to agree with them.

e. Creative Writing

Creative writing is the most fun type of writing. Anything the author think up in his/her head can be turned into creative writing. Creative writing is often thought provoking, entertaining and more interesting to read than persuasive writing. Short stories, poetry, novels and plays often fall into the creative writing category. It doesn't necessarily need to follow any line of facts, just as long as it's interesting to read.

Based on those explanations, it can be concluded that writing has different types based on the purpose and how the writer write the text.

## **B. Procedure Text**

### **1. Definition of Procedure Text**

Basically, procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. According to Pardiyono (2007: 93-98), procedure text gives

information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to do something or how to make something. According to Anderson and Katty (2003: 50) procedure is a piece of text that gives us instructions for doing something. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways. Derewianka (2004: 23-27) states that commonly procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination.

From all those statements, the researcher can conclude that procedure text is defined as a text that explains, tells or shows someone how to do something, to make something, that have to be done in a series of sequenced steps.

## **2. Generic Structure of Procedure Text**

According to Swales (1990:42), structure of texts is a device that supports communicative purpose. Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation

of the general schematic structure of the text that is called generic structure of a text.

Anderson and Anderson (1997:52-55) states that the generic structure of a procedure text contains: (1) an introductory statement that gives the aim or goal. This may be the title of the text or an introductory paragraph, (2) a list of the materials that will be needed to complete procedure: (a) this may be a list or a paragraph and (b) this step may be left out in some procedures, (3) a sequence of steps in the order they need to be done: (a) numbers can be used to show first, second, third, and so on, (b) the order is usually important; such word as now, next, and after this can be used, (c) usually the steps begin with a command such as add, stir, or push.

Based on those explanations, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

### **3. Language Features of Procedure Text**

Besides having generic structure, procedure text also has significant lexicogrammatical features that support the form of a procedure text. According to Anderson (1998:28), procedure text usually includes the following language features:

a. Simple Present Tense, especially imperative form

Eventually, procedure text has the social function to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.

b. Connective of sequence

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.

c. Numbering

The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

#### **4. Examples of Procedure Text**

After the researcher gives the explanation about definition and the language features of procedure text, the researcher gives some examples of procedure text in order to make more understand about what procedure text it is.

**Table 2.2 Example 1 of Procedure Text**

Goal	How To Make Fried Rice
List of Materials (Ingredients)	<ul style="list-style-type: none"> <li>• 2 plates of rice</li> <li>• 1 clove of garlic and onion</li> <li>• 1 tablespoon tomato sauce</li> <li>• 1 egg, beaten</li> <li>• 100 grams of chicken meat</li> <li>• 1 tablespoon cooking oil</li> <li>• Salt</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. First Heat oil and saute garlic until the garlic smell out, and also saute onion.</li> <li>2. After that Add chicken, stir briefly until slightly cooked.</li> <li>3. Next Add the eggs, stirring until eggs are cooked cracked.</li> <li>4. And Then Insert white rice, tomato sauce, and salt, mix well with the spices.</li> <li>5. After the, the present suit your taste,you can add fried shrimp, or even crackers. 29 6.</li> </ol> <p>Finally, serve the fried rice and enjoy it</p>

Adapted from <http://brechonana.blogspot.com/2014/09/contoh-procedure-text-bahasainggris.html>. accessed on November, 19<sup>th</sup> 2019.

At 8 pm.

**Table 2.3 Example 2 of Procedure Text**

Goal	How To Operate An Electronic Rice Cooker
List of Materials	Rice Cooker
Steps	<ol style="list-style-type: none"> <li>1. Add the rice to the rice cooker pot. Read the directions on the rice package, and measure rice according to these instructions. Use a regular measuring cup for this step, since rice cookers sometimes come with non-standard measuring devices.</li> <li>2. Add the amount of water specified on the rice package. Be careful not to fill the cooker beyond the overfill line.</li> <li>3. Put the rice cooker pot into the cooker unit, and cover the pot with the lid. Most cookers come with a tight-fitting lid, but if your lid is too loose, consider adding a layer of aluminum foil.</li> <li>4. Plug in the cooker and push the button to start cooking rice. If your cooker has a</li> </ol>

	<p>timer, you may choose to have the rice cook at a later point in the day. Some higher-end units include a warmer, which will help the rice stay warm after it has finished cooking. While the rice is cooking, refrain from lifting the lid to check on it.</p> <p>5. When the rice is done, the cooker will beep or make a clicking sound</p>
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Adapted from <http://brechonana.blogspot.com/2014/09/contoh-procedure-text-bahasainggris.html>. accessed on November, 19<sup>th</sup> 2019.  
At 8.30 pm).

### C. Strategy in Teaching Writing

It is widely known that the main task of the students is learning. So, teachers supposedly can help the student cope their problems in learning, especially in the writing skills. Teachers must have a way or strategies to make student solve some problems faced in learning strategies or a way who teachers use in teaching learning process will be help students to more easy to know what the teacher teach. According to Eacott (2007:18) a strategy is a set of establishing practices to reach determined expectations. He adds, the determined expectations refer to the purpose of teaching process while the establishing practices refer to the



progressive activities which engages the students in teaching process. On the other words, the use of strategy creates an opportunity for the teacher to facilitate the students to apply what they learn in the classroom to real life experiences. In addition, Nunan (2003:84) states that the use of the strategy is useful in which writing almost always improves with practice, the more practices done, the better writer will appear. In relation, English teaching calls for distinctive strategy to focus on students' learning process. There are some strategies that can be applied by teacher in teaching writing, those are; mind mapping, heringbone technique, think-talk-write strategy, etc. Furthermore, in this research the researcher apply one strategy names Think-Talk-Write strategy.

#### **D. Think-Talk-Write Strategy**

##### **1. The Definition of Think-Talk-Write Strategy**

Yamin and Ansari (2008:84) stated that Think-Talk-Write (TTW) strategy is one of learning strategy which is purpose to improve students' understanding ability. The basic of Think-Talk-Write strategy is think, talk, and write. Its strategy can give facilities to the students in oral skill or non-oral skill. It means that Think-Talk-Write strategy is a technique which developing thinks and the students to improve writing ability.

Think-Talk-Write strategy is learning processes which give opportunity to the students seek of problem. After that, the students

should discuss with their friends about the problem find. The last, the students should write the result of discussion. This idea is in line with that of Huinker and Laughlin (1996:82) that Think-Talk-Write 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 student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.

Huinker and Laughlin (1996:82) states that Think-Talk-Write strategy to be effective when students working in heterogeneous group to two until six students, are asked to explain, summarize, or reflect. Some activities students do in Think-Talk-Write strategy; first, “think” we can see from the process in reading a text related with the material. Next, we ask students to make note 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 steps is students activity in “write”.

Based on those explanations, it can be concluded that Think-Talk-Write strategy is one of suitable strategy to be use in writing. With the use strategy, teaching and learning process will be more interest to the

students and make the students to be active. Because in this activity students can improve their ability to understand a text, students can improve their ability in speaking (sharing), and of course can improve students ability in writing text.

## **2. Advantages and Disadvantages of Think- Talk- Write Strategy**

There are some advantages as follows:

First, the advantage of Think-Talk-Write strategy is to sharpen the entire visual thinking skills. Second, Can develop a meaningful solution in order to understand the teaching materials. Third, can develop critical and creative thinking skills of students. Fourth, By interact and discuss with the group will engage students actively in learning. Fifth, Allowing the students to think and communicate with friends, teachers, and even with themselves.

Disadvantages of Think-Talk-Write strategy is when students work in-group, they are easy to lose the ability and confidence, because dominated by affluent students, and teachers should really prepare all media to mature in order to implement Think Talk-Write.

### 3. The Procedure of Think-Talk- Write Strategy

According to Yamin and Ansari (2008: 84) this is steps of Think-Talk-Strategy:

- a. Students reading a text and make notes about what they have read (Think), then discuss with their group.
- b. The students do interaction and collaboration with their group to discuss the notes (Talk). In this activity, the students using their own word to explain ideas in their group.
- c. The students express the result of discussion in form written text (Write). Writing can help the students realize one of learning prurpose and measure students understanding the material have learned.
- d. The last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presentation their answer, while other group give an idea.

Based on those explanations, the researcher concluded that procedure of Think-Talk-Write strategy always throught three steps, because this steps is main steps of Think-Talk-Write strategy.

#### **4. Teacher's Position in Think-Talk-Write (TTW) Strategy**

According to Yamin and Ansari (2009: 90) teacher's position in ThinkTalk-Write (TTW) are:

- a. Ask question and give assignments which is engage and challenge the students to think.
- b. Listen carefully students' ideas.
- c. Ask students to express their ideas in form of written text.
- d. As monitor and give score to the students participation in discussion. And decided how to motivate the students to be active.

From all those statements, the researcher conclude that teacher's position in Think-Talk-Write (TTW) as fasilitator. Teacher motivate the srudents to be active in teaching learning process.

### E. English Core Competence and Basic Competence

This table shows the core competence and basic competence of the 9<sup>th</sup> grade students of Junior High School related with procedure text.

**Table 2.4 Core Competence and Basic Competence in 2013**  
**Curriculum of English for Junior High School at 9<sup>th</sup> Grade**

Core Competence	Basic Competence
1. Appreciating and applying the students' religion norms and beliefs.	3.7 Apply text structure and linguistic elements to carry out the social function of procedural texts by stating and asking about short and simple recipes and manuals, according to the context of their use.
2. Appreciating and applying the attitude of honest, discipline, responsible, aware (tolerate, cooperative), polite, confident, in having effective interactions with social environment and nature in the students' life and existence.	4.7 Capture the meaning of the procedure text, oral and written, in the form of short and simple recipes and manuals.
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosities for science, technology, art, and culture related to the phenomena and visible events.	4.8 Arranging procedure text oral and written, in the form of short and simple recipes and manuals, taking into account social functions, structures of
4. Experimenting, processing,	

<p>presenting in concrete aspects (applying, synthesizing, arranging, modifying, and composing) and in abstract aspects (writing, reading, counting, drawing, and creating) based on what have been learned in school and other sources from the same perspectives.</p>	<p>text, and linguistic elements that are true and in context.</p>
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From those table, it can be seen that basic competence 4.8 is appropriate with this research. It is about writing skill. The students are expected to write a simple and short of procedure text about recipes and manual with pay attention with the generic structure and language features of procedure text.

## F. Review of Previous Study

**Table 2.5 Review of Previous Study**

NO	PREVIOUS STUDY	SIMILARITY	DIFFERENCE	RESULT
1.	<i>“The Effectiveness Of Think Talk Write (TTW) Strategy Toward Students Writing Ability Of Seventh Grade In MTsN 2 Kota Blitar”</i>	Using Think-Tank-Write Strategy	The difference that study with this study is skill that will be improved. The previous study is improves students’ writing skill of descriptive text , while this study will improves students’ writing ability of procedure text.	Think-talk-write strategy was effective to improve students’ writing skill of descriptive text.
2.	<i>“The Effectiveness of Think-Talk-Write Strategy to Improve Students’ Competence in Writing</i>	Using Think-Talk-Write Strategy	The difference that study with this study is the population of the research. The population of previous study is students of eighth grade, while the population of this study is students of	Think-talk-write strategy could significantly improve students’



	<i>Recounts (The Case of the 8th Grade Students of MTs Bahrul Ulum Temuroso Demak in Academic Year 2015/2016)”.</i>		seventh grade. Another difference between both of them is skill that will be improved. The previous study is improves writing skill of recount text, while this study will improves students’writing ability of procedure text.	writing skill of recount text
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There are some previous studies showed that Think-Talk-Write strategy is effective in writing skill. The first previous study is from Marfila (2018). Her research title is “*The Effectiveness Of Think Talk Write (TTW) Strategy Toward Students Writing Ability Of Seventh Grade In MTsN 2 Kota Blitar*”. She conducted research for the first grade students of MTsN 2 Kota Blitar. She specified in descriptive text. The researcher used quasi-experimental research design. The sample of this research consists of 29 students for experimental group (7H) and 28 students for control group (7G). The result of this research is there is significant difference score in writing descriptive text between students taught and without taught by using Think-Talk-Write strategy. It can be seen in the result of hypothesis testing through Independent-Sample of T-test. In this research, the significance value of

0.001 is less than significance level of 0.05. It means that null hypothesis is rejected and alternative hypothesis is accepted. So, it showed that think-talk-strategy is effective in writing skill of descriptive text.

The second previous study is from Rofiqoh (2015). Her research title is *“The Effectiveness of Think-Talk-Write Strategy to Improve Students’ Competence in Writing Recounts (The Case of the 8th Grade Students of MTs Bahrul Ulum Temuroso Demak in Academic Year 2015/2016)”*. This research is conducted for the eight grade students of MTs Bahrul Ulum Demak. The total of population is 66 students divided by three classes. The researcher used two classes (VIII A and VIII B) as the sample that chosen by using cluster random sampling. As the first previous study, she used experimental study. And the result showed That Think-Talk-Write is effective and appropriate to teach writing recount text for the students. It can be seen from the mean score of the students taught by using Think-Talk-Strategy (77,32) is higher than mean score of students taught without using think-talk-write strategy (64,04). Besides, there is significant difference between students taught and without taught by using Think-Talk-Write strategy. So, the null hypothesis is rejected and alternative hypothesis is accepted.