

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Writing

1. Definition of Writing

Writing is a communication system using visible signs or graphic symbols written on paper. When learning English as a foreign language, writing skills are very important for students to master, since writing is an important factor of language. The ability to write also indicates how capable students are of language comprehension, for writing will involve five critical components of vocabulary, grammar, content, mechanics, as well as the language use. If students are able to write well, it means that they are able to understand the five components well. According to Zemach and Islam (2005), writing is an important form of communication in daily life, but it is vital in secondary schools and colleges. Writing is also one of the most difficult skills to master both in the first language and the second language. Students will find the challenge of finding ideas to fit into their writing.

The ability to write is the basic needs for English students to support their academic success because English students are often asked to do written assignments. Generally, writing is vital because communication is transmitted more through writing than any other media. Students must improve their writing skills, for that the teacher must motivate them to have good writing skill, by providing instructions in the writing process and writing rules, such as grammar rules and writing practice. Someone who is an expert in writing needs to practice repeatedly. This is because writing

skills are a process of growth through many exercises. Naturally, students who have good writing skills always succeed in expressing ideas and achieving their goals. They must develop writing skills for various benefits and success in their life. The writing process is to teach students how to write with coherence, proper grammatical structure and acceptable spelling.

2. Aspect of Writing

In order to write well, there are several aspects that must be considered by students. Brown (2000:357), he proposed five aspects of writing, namely the content, organization, vocabulary, grammar, and mechanics. The following aspects may be explained as follows:

a. Content

Content is how the writer develops ideas related to the topic. A good writing is when the title represents the content. As stated by Brown (2000:357) content is related to thesis statement, related ideas, idea development through personal experience, illustrations, facts and opinions. It means that the author needs to express clearly, focus and be supported by sufficient evidence.

b. Organization

Brown (2000:357) states that in the organization must include the effectiveness of the introduction, a logical sequence of ideas, conclusions and appropriate length. In compiling a written text the sequence of each sentence or paragraph must be interconnected. The reader will understand the topic of the paragraph for sure if the paragraph has a good structure.

c. Vocabulary

Vocabulary is important in writing because it relates to the ability to utilize the words used, so that a writer can make the reader explore more deeply what he/she is telling.

d. Grammar

Grammar relates not only to syntax but also to how words can form, which can then change forms to express different meanings.

e. Mechanics

According to Brown (2000:357), mechanics deals with spelling, punctuation, citation of references (if any), neatness and appearance. In writing is essential to attention to the precision of spelling and use of punctuation.

3. The Process of Writing

If someone wants to write and he/she wants to write perfect writing, he/she needs to know the writing process. According to Taylor and Copeland (2016:70), there are five stages of writing, namely planning and prewriting, organizing, drafting, revising, and editing.

a. Planning and prewriting

In the planning that needs to be done is considering the subject, purpose, audience, and genre of writing to begin prewriting it is to get ideas in order to generate content in writing. According to Taylor and Copeland (2016:72) there are two prewriting methods. The first one is brainstorming. Brainstorming involves a list of important details or a sample of points one wants to make in a writing. The second is freewriting.

When freewriting, you must not get caught up in correcting grammar or spelling. Nor should you try to organize or stop to assess ideas while you are writing. In freewriting you have to write non-stop, meaning that whatever is in your head is what you will write.

b. Organizing

In this stage there are three methods of organizing ideas. The first is clustering/idea mapping. Clustering/idea mapping allows writers to take out their ideas and identify the relevant and irrelevant to their thesis. The second is formal outline. In a formal outline, you make your details and points.

The formal outline is a valuable tool for encouraging you to make a thesis statement and having to write in full sentences. The third is sketch or scratch outline. In this stage you simply sketch out your ideas in an order

that makes sense to you. You can change organization content to suit your mind.

c. Drafting.

During the drafting stage of the writing process, drafts follow your outline plan and have a clear beginning, middle, and end. Do not worry about grammar and proofreading first because the important function of this stage is to complete the drafts.

d. Revising.

The real revision is looking back on your work. Revision involves thinking about the document from the standpoint of the reader. The writing you produce must be connected to the reader.

e. Editing.

Editing focuses on correcting sentence levels errors. Editing involves looking carefully at each sentence, and making sure that it is well-designed and fulfilling its purpose. In this stage it is customary to correct wrong sentences, cut out unnecessary words and repetitions, examine variations in sentences, and correct spelling and usage errors.

Based on those explanations, it can be concluded that there are five stages to make a perfect piece of writing. The first stage is choosing a topic, the second is idea mapping related to the topic, the third is drafting following the outline plan (beginning, middle, and end), the next thing students have to do is review their work, and the last is students correcting the sentence levels errors.

4. The Purpose of Writing

Writing is a means to develop the general skills of the students in the English language. Students need to know what their purpose in writing, this in order to make it easier for them in developing their ideas. If students do not have an obvious purpose for writing, they will feel confused and unable to focus on the writing. Knowing its purpose, the student will easily determine the technique for attaining good writing. Therefore, students need

to know the purpose of their writing. According to Baumann (2014), there are several writing purposes:

a. To inform

The purpose of writing to inform is to share facts and information with readers. Information texts such as news reports, statements written should be supported by factual and reliable evidence.

b. To explain

The purpose of writing to explain is to tell what, how, why, and when a topic occurs. An example is to explain to the reader in writing how to do or make something.

c. To narrate

The purpose of writing to tell is to tell a story or tell what happened. Stories can be in fiction or nonfiction. Most narrative writing forms have a complete part of having a beginning, middle and end. Examples are fictional stories and narratives of personal experiences.

d. To persuade

Writing that aims to persuade is to convince someone to believe, think, or do something along with the reasons and supporting details that support the audience to agree.

From the statement above it can be concluded that there are four aim of writing. The first is to inform (share facts and information), The second is to explain (tell what, how, why, and when a topic occurs), the third is to narrate (tell what happened), and the last is to persuade (convince someone to believe).

B. Narrative Text

1. Definition of Narrative Text

Narrative text is a type of text that talks about a series of events that happened to a person or character (Knapp & Watkins, 2005:223). Similarly, Kane (2000) says that narrative is a series of meaningful events that are told in words. Events in the story do not occur randomly but are arranged in a

sequence involving time settings. Based on the above definition, the researcher concludes that narrative text tells about something that events occur sequentially and in the story there are characters that can make the text more interesting. Characters can be people, animals, plants, or objects.

In addition, Keraf (1989:136) states that narrative is a form of composition, which has the main objectives of activities that are tied into an event that happened in a certain time. From this opinion, it can be said that narrative text is usually a product of writing that are developed and tied into a story that happened in a certain time in the past.

The purpose of narrative text is to entertain, to get the attention of the reader or listener of the story, to teach lessons, to explore social and moral values. Narrative text can be enjoyed not only by reading, but also by listening to the story because the text can be written or spoken. Moreover, this narrative can be described from the development of the plot to the climax of the story.

The last, according to Lubis (2014:68), to write a narrative, there are four components that must be considered:

1) Orientation

Orientation or commonly referred to as the introduction, contains about who, when, and where a story a story takes place.

2) Complication

Complication tells the beginning of the problem that causes the peak of the problem or what is commonly called the climax. This section usually involves the main character of the story.

3) Resolution

This part is the solution to the problem that occurs. Problems can be solved can be better or worse that will eventually lead to a happy or otherwise.

4) Coda

It is the end of the story. It consists of the moral lessons, advice or teachings from the author.

2. Generic Structure of Narrative Text

According to Sulisty (2013:172), narrative text has the following generic structure:

- Orientation (Introduction)

At this level, introduce the characters in the story, where and when events take place and anyone involved in the story. It is also used to create an atmosphere, so as to make the reader persuaded to follow the story.

- Sequence of events (Complication)

This section tells the sequence of the story like the problems faced by the characters. Complications make the story more interesting because the characters are prevented from achieving their wishes.

- Resolution

It tells the reader how the problem can be resolved or is called problem solving.

- Re-orientation

At this level retell character and contains a message of moral value to the reader. These elements must exist in the narrative text. This will provide more explanation to make the story clear and easy for readers to understand.

- Evaluation

It can happen when the problem (complication) still arises or has not been solved.

Based on this explanation, it can be concluded that there are five points of the generic structure of narrative text which are very important and related to each other. Because they are in one unity to achieve a social function, that is to entertain, to inform, to convey an experience of the author to the reader and to develop or enhance the imagination of the reader.

3. Language Feature of Narrative Text

Furthermore, like other texts that have their own linguistic characteristics, Mulyaningsih (2013:17), states that narrative has several linguistic features as listed below:

- The main participants are humans, or sometimes animals with human characteristics.
- Use action verbs (material processes), which describe what is happening.
- Uses a lot of thinking verbs (mental processes) such as wondering, remembered, thought, felt, disliked.
- Use adverb of time. Example: Once upon a time, One day, Long time ago.
- Use of temporal conjunctions. Temporal conjunction is a type of word that is used to connect words or groups of words and it related in time. Example: after, as soon as, before, finally, since, while, etc.
- Using certain nouns as pronouns for certain people, animals and things in the story. For example: the princess, the girl, the queen, etc.
- Use adverbs and adverbial phrases to indicate the location of events. For example: on the sea, in the mountain, there, happily ever after, etc.
- Use direct speech. It is to make the story lively. Example: Snow White said, "My name is Snow White". The direct speech uses present tense.
- Usually use past tense.
- Dialogue often uses a number of verbs (verbal processes).
- Descriptive language is used to perfect and develop the story by creating image in the reader's mind.
- Can be written in the first person (I, we) or the third person (he, she, they).

4. Types of Narrative Text

According to Neo (2005) cited in Lubis (2016:6) states that there are many different types of narrative texts:

- a. Humor
- b. Romance
- c. Crime
- d. Real life fiction
- e. Theoretical fiction
- f. Mystery
- g. Fantasy
- h. Science Fiction
- i. Diary novel
- j. Adventure

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 that aims to make the audiences or readers laugh as part of telling story. Humor consist of some features, they are; orientation, complication, sequence events and resolution.

- b. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. It shows that romance tells about a couple has problems in their relationship and they battle for a happy life.

- c. Historical Fiction

Tells about characteristics of history and takes events of that time, reconstructed from an event, custom, or style in the past.

- d. Diary Novel

This type of narrative has the text presented like diary entries. It means that the diary novel is the diary entries about the writers' experiences, feelings, hopes, and happenings.

- e. Science Fiction

Science fiction uses a setting involving science and technology. The features of science fiction are orientation, complication, sequences of event, resolution and coda.

f. Fantasy

In fantasy there is a good and evil character in. In this research the samples can choose one of the narrative text types above.

C. Think-Talk-Write

1. Definition of Think-Talk-Write

To achieve an English learning that involves students actively has been developed various learning strategies one of which is the Think Talk Write (TTW) strategy. This strategy is included in cooperative learning with the aim of improving students' understanding abilities. According to Huinker and Laughlin (1996) in Zulkarnaini (2011:148) stated that the Think-Talk-Write (TTW) strategy is basically built through thinking, talking, and writing. The flow of this strategy begins with students' involvement in thinking or communicating with themselves after the reading process. Then talk and share ideas with friends before writing. It is more effective if done in small groups with members of 3-5 students.

Suyatno (2009) stated that Think-Talk-Write (TTW) is a teaching strategy used to practice language before it is written. This strategy started with thinking through reading. Then the results of the reading are communicated through presentations or discussions. In the end, the results of the discussion will be displayed in writing. This idea is in line with that of Murni et al., (2018) that Think-Talk-Write (TTW) teaches students how to think about concepts, discuss their ideas, and share the results in writing.

Think-Talk-Write (TTW) is related to writing, because in the last activity students produce a text in writing. Think-Talk-Write (TTW) is one of the appropriate strategies used in writing learning. With strategy use, the learning of teaching will more interest students and make students more active. Because in this activity students can increase their ability to

understand a text, students can increase their ability to speak or sharing, and can certainly improve students' ability to write the text.

Based on the description above, it can be concluded that Think-Talk-Write (TTW) is one of the learning strategies that builds time to think about the material given by the teacher. Followed by discussing and discussing an idea in groups and writing the results of the discussion, then presenting the results of the discussion in front of the class and making writings based on the results of the "think" and "talk" activities.

2. Steps of Think-Talk-Write

According to Indahyanti (2017:142), there are the steps of Think-Talk-Write:

a. Think

At this stage, students' learning activities are thinking, which is the thought stage in which students read the text. Students individually consider possible answers (solving strategies), make small notes about the ideas contained in the reading, and things that are not understood in their own language.

b. Talk

The second stage is to talk (or discuss) so students can talk about a first-stage investigation. At this stage, group discussions reflect, organize, and test (negotiate, share) ideas. Progress in student communication is seen in the discussion dialogue when reasoning with others and revealing one's mind to another.

c. Write

The next stage is writing. At this stage the students writes the ideas he/she gets from the first and second activities. Writing activity means conveying ideas. After discussing or communicating with a friend, then students are asked to express it in writing. Writing activities will help students make relationships also enable teachers to look at the development of students' concepts.

3. The Advantages and Disadvantages of Think-Talk-Write Strategy

According to Hasibuan et al., (2018:541) there are several advantages and disadvantages of Think Talk Write strategy, as follows:

The advantages of Think-Talk-Write strategy:

- a. Growing the independence of students.
- b. Each student has the opportunity to collaborate in his/her group.
- c. Each student rewrites the results of their discussion using their own language.
- d. Think-Talk-Write model helps students build their knowledge and deepen their understanding of the concept to be better.
- e. Students can communicate with their friends and discuss their thoughts so that they can help each other and share ideas. This will help students deepen the material being taught.
- f. Can train students to systematically write down the results of the discussion to help them understand the material and communicate their thoughts in writing.

Disadvantages of Think-Talk-Write strategy:

- a. Because the Think-Talk-Write model is a new learning model for schools, students tend to be stiff and passive because students are not used to learning the procedures in the Think-Talk -Write model.
- b. When students work in groups, they easily lose ability & confidence because they are dominated by more capable students, and the teachers must prepare all media for maturing in an application of the Think-Talk-Write model.

D. Teaching

1. Definition of Teaching

Teaching is an integral part of the educational process. It is an action system intended to encourage learning. Its specific function is to impart knowledge, develop understanding and skills. According to Rajagopalan

(2019: 6) teaching is an interactive process, mainly involving conversations in class that occur between teachers and students and occur during certain activities that can be determined.

Meanwhile, Dharmaraj (2015:149) states that in teaching there is an interaction between teachers and students, where students are diverted towards the goal. It is a formal process in which the teacher interacts with students to provide what he or she wants students to learn according to their learning needs. It is a systematic way to reaching some predetermined goals.

Teaching is to generate motivation to learn and to fill the learner's mind with informed knowledge of facts. It engenders an understanding of basic concepts and life skills. Thus the only element of teaching is the mutual relationship or interaction between the teacher and the students, so that students progress towards the goal. Teaching can be considered as the art of helping others to learn by providing appropriate information and situations, conditions or activities.

2. The Roles of Teacher

According to Harmer (2007:108), teachers have some role in teaching, as follows:

a. Teacher as controller

The teacher is in charge of the entire class during the activity and often 'leads from the front', gives students instructions, and organizes exercises.

b. Teacher as prompters

The teacher encourages students to participate and makes suggestions on how students can proceed in an activity. Teachers should help students only when needed.

c. Teacher as participant

Teachers sometimes want to follow the activities carried out in the teaching and learning process. At this stage, teachers are expected to take part during class activities.

d. Teacher as a resource

At this stage, the teacher can be one of the most important resources in the teaching and learning process. He/she can provide all the information needed by students. In other words, the source acts as a source that students can rely on when they encounter adversity.

e. Teacher as a tutor

As a tutor, the teacher can combine the role of prompter and resource during the teaching and learning process. In this case, tutors work with students individually or in small groups if they are undertaking a challenging learning program.

From the statements above, it can be concluded that the teacher has an important role in the classroom. The primary role of a teacher is to provide classroom instruction that helps students learn. To achieve this, teachers must prepare effective lessons, assess student work and offer feedback, and manage class materials. In this role, the teacher can encourage students to be the best, and also be a source of inspiration and advice for students.

3. Teacher's Position in Think-Talk-Write Strategy

According to Yamin and Ansari (2009: 90) teacher's positions in Think-Talk-Write (TTW) strategy are:

- a. Asking questions and giving assignments that engage and challenge students to think.
- b. Ask students to express their ideas in the form of written text.
- c. Ask students to convey ideas in class and listen carefully.
- d. Monitor and evaluate student participation in discussions.
- e. Asking students to write as the final result of the Think-Talk-Write (TTW) strategy activity.

Based on the statement above, the researcher concluded that the teacher's position in Think-Talk-Write (TTW) as a facilitator. The teacher motivates students to be active and dare to share their ideas in the teaching and learning process.

4. Teaching Narrative Text using Think-Talk-Write (TTW)

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

- a. The teacher divides the class into several groups consisting of 3-4 students.
- b. The teacher explains the narrative text (general structure and language features).
- c. The teacher gives students a short story about “The Legend of Toba Lake” (for example), then the students rearrange them based on their ideas.
- d. Each student in the group shares their ideas about the story of The Legend of Toba Lake (Thinking). This activity is intended so that students can distinguish or unite the ideas contained in the readings and then write them into their own language.
- e. Students discuss with their own group members about the small notes they have made (Talk). In this activity, students discussed the results of the collection of ideas they made individually about the story of The Legend of Toba Lake.
- f. After students collect and discuss the results of their ideas, students must elaborate these ideas into a narrative paragraph, then conclude and determine which is the generic structure and language features of the narrative paragraph (Write).
- g. In the final activity, students write the narrative paragraphs they made on a paper and each group presents their answers. From the definition above, it can be concluded that the Think-Talk-Write (TTW) strategy is to encourage students to think, talk and then write a topic.

From the explanation above, it can be concluded that the Think-Talk-Write (TTW) strategy is a learning strategy that encourages students to think, talk, and then write a topic.

E. Previous Study

The research about Think-Talk-Write (TTW) Strategy has been done by previous researchers, such as researchers Hikmawati, Meistika and Hasanah.

This research 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, & Year	Title of Research	Similarities	Differences
1.	Firda Hasna Hikmawati, IAIN Salatiga (2017).	The Implementation of Think-Talk-Write (TTW) Strategy to Improve The Students' Writing Skills in Descriptive Text (A Classroom Action Research for the Tenth Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year of 2017/2018)	Instrument - Using writing test for the instrument.	Topic - TTW strategy on student's writing descriptive text ability. Methodology - Using Classroom Action Research. Population - Tenth Grade students of SMA Muhammadiyah (Plus) Salatiga.
No.	Name, Institute, & Year	Title of Research	Similarities	Differences
2.	Nisa Dwiyana Meistika, Universitas	The Effectiveness of TTW (Think-Talk-Write)	Instrument	Topic - TTW strategy on student's

	Negeri Semarang (2020).	Strategy in Teaching to Write Announcement Text (An Experimental Research of Year Ten Students of SMAN 1 Tegal in the Academic Year of 2018/2019	- Using writing test for the instrument. Methodology - Using Quantitative approach.	writing announcement text ability. Population - Tenth Grade students of SMAN 1 Tegal.
No.	Name, Institute, & Year	Title of Research	Similarities	Differences
3.	Uswatun Hasanah, IAIN Palopo (2019).	Using Think-Talk-Write (TTW) to Improve The Students' Writing Skill in Descriptive Text At the Eleventh Grade of SMA Negeri 4 Palopo	Instrument - Using writing test for the instrument. Methodology - Using Quantitative approach.	Topic - TTW strategy on student's writing descriptive text ability. Methodology - Using quasi experimental design. Population - Eleventh Grade students of SMAN 4 Palopo.

There are some previous studies showed that Think-Talk-Write strategy is effective in writing skill. The first previous study is from Hikmawati (2017). Her research title is “The Implementation of Think-Talk-Write (TTW) Strategy to Improve The Students’ Writing Skills in Descriptive Text (A Classroom Action Research for the Tenth Grade Students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year of 2017/2018)”. The researcher used classroom action research. The result of her research is that the implementation of TTW strategy can improve the students’ in writing descriptive text. There are some differences and similarities between these researches, the differences are they use Think Talk Write strategy in different education level, school and focus of the study. In other hand, the similarity is both of them using Think Talk Write strategy and using writing test for the instrument.

The second previous study is from Meistika (2018). Her research title is “The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching to Write Announcement Text (An Experimental Research of Year Ten Students of SMAN 1 Tegal in the Academic Year of 2018/2019)” In her research, she used quasi-experimental research as the design. The result of this research is there is significant difference score in writing announcement text between students taught and without taught by using Think-Talk-Write strategy. There are some differences and similarities between these researches, the differences are they use Think Talk Write strategy in different education level, school and focus of the study. In other hand, the similarity is both of them using Think Talk Write strategy, using quantitative approach, and using writing test for the instrument.

The last previous study is from Hasanah (2019). Her research title is “Using Think-Talk-Write (TTW) to Improve The Students’ Writing Skill in Descriptive Text At the Eleventh Grade of SMA Negeri 4 Palopo”. In this research, she used quasi-experimental design. The result of this research is that the Think Talk Write strategy improve the writing skill on students’ descriptive text. There are some differences and similarities between these researches, the differences are they use Think Talk Write strategy in different education level, school and focus of the study. In other hand, the similarity is both of them using

Think Talk Write strategy, using quantitative approach, and using writing test for the instrument.