

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature it is consist of general concept of (a) writing, (b) teaching, (c) genre, (d) descriptive text, (e) think-talk-write, (f) previous study.

A. General Concept of Writing

1. Definition of Writing

Writing in English is not easy because writing is one of the skills of English that requires more understanding and depth and also requires practice every day. According to Harmer (2004:31) Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes and it is produced in different pattern. Beside it according to Semi (2007:14) in his book reveals the notion of writing is a creative process of transferring ideas into the symbols of writing

Based on the definition above, writings is an activity of pouring ideas or ideas with a complex ability through active activities productive in the form of symbols and letters systematically so that can be understood by others. Also that, the result in a text but the text be read and comprehended.

Writing is an activity of making letters, symbols or numbers using pens, pencils or even markers. In writing we can arrange words, phrases, and sentences using the correct of grammatically and appropriate with its purposes.

This can be supported with a statement from Hergalty (2000:5) Most of people have little time to write. They spend more their time to listen, speak, or read. It is because the writing is a conversation that is written down, it includes a sequence of sound, from letter, vocabulary, grammatical structures, and punctuation.

According to Harmer (2000:4) becoming a good writer is not easy for some people. There are some steps that must be done in order to be a good writer. We cannot deny that sometimes people write a note about something, as example daily activity, diary, shipping list, but they do not realize that they are writing. This process of writing seems to be the stage a writer goes through in order to produce something in its final written form. When writing something writers also should think about the content of what they will write and thinking their writing is classified into what type. The media of writing are divers, people commonly used pen and paper or sometimes using computer. Things that different the good writers and poor writers are on its process.

So based of statement above the researcher can conclude that to be a good writer who has to think and plan to write. In the first, stage before writing requires thinking what to write and having a purpose. Secondly, good

writers tend to consider the audience. Because, the people who want to reads their writing.

2. Writing Process

In the process writing approach includes for steps: prewriting, drafting, revising, and editing. According to Cooper (2000: 344) explain that process writing is an approach to teaching writing that allows students to take charge of their own writing and learning. In order to have clear understanding, they are presented in details as follow :

a. Prewriting

Before you generate the ideas for the first is choose a topic, before you write, your teacher gives you a specific assignment or some ideas of what to write about. Or, choose your topic yourself. The goal of the step is to generate ideas or a main idea that you would like to explore and the start collecting information and ideas that relate to the idea.

b. Drafting

After students have generate ideas, for in this step students must be concentrate on getting the idea on the paper, organizing information logically, and then developing the topic with enough detail for the audience.

c. Revising

In this step to help the author to rewrite their text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organization so that your text is more logical.

d. Editing

In this step focus on making the document or text of standard in English writing. For in the step the writer must be check spelling, grammar, punctuation, and think about the words you have chosen to use.

e. Publishing

In this last step of writing process, students must be share for the friends or the audience. Writing becomes real and alive at this point because publishing can involve putting together class books, collection of writing, or school magazines. Writing experience become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

3. The Importance of Writing

Writing is one of the skills in English that productive, because writing requires students to produce written material. This is not an easy thing for students, because the author not only informs, expressing the idea or the feeling of the author but in writing also shows that the reader is interested in our written material.

This can be supported with a statement from Ken (2004: 32) through writing students can express their idea, their feelings, their hope. Writing for some writers has different purpose. Also those students have some reasons to write. The students need to know for what they write in order to make them easier in developing their ideas. If student do not have clear purpose of writing, they will feel bored and can't focus on their writing. By knowing the

purpose, students will be easy to decide the technique to achieve good writing. Therefore, students need to identify a purpose of their writing.

So, from the statement Ken can be concluding before students write something, students should know what purpose they want to write. This is because it will make students easier to develop and deepen what they write other than that the writing is made to attract readers. Writing is important for human beings, the important in academic and non academic. According to Graham (2007: 3) Writing well is not just an option for young people it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

As Graham said that the good writing will lead us to the success in term of academic. This statement is also the same as the phenomenon at the university. One of the requirements to be able to graduate university is to ask students to write scientific papers. Moreover writing can improve student reading, because to be a good writer then it must be a good reader as well. Various ideas and thoughts of what he read it will be a material to be processed in his brain until later will be written into writings that the author made.

B. Teaching

1. Definition of Teaching

Teaching is a process of giving lesson or process of transformation from teacher to students. According to Richards and Renandya (2002: 6) teaching is viewed as driven by teacher's attempts to integrated theory and

practice. The teachers create their own new understandings of teaching based on their knowledge. Teachers are responsible for a large amount of what happened in the classroom, such as: what is taught, the resources use, the type of activities, classroom management, assessment, and feedback.

So from statement above the researcher can be conclude teaching is a process that improve the student's seeking level more easily and it might be overcome any situation as an easy way. Also that teaching can make students get knew knowledge and new understanding based the teacher explanation.

2. The Roles of Teaching

According to Harmer (2007:108) there are five roles of teacher, those are:

- a. Controller : when teacher act as controllers, they are in charge of the class and of the activity taking place and are often, 'leading from the font'. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.
- b. Prompter : when we prompt, we need to do it sensitively and encouragingly but, above all, with discretions. If we are too adamant, we risk taking initiative away from the student. If on the other hand, we are too retiring, we may not supply the right amount of encouragement
- c. Participant : the traditional picture of teacher during students discussions, role-plays or group decision-making activities, is of people who stand back "from the activity, letting the learners get on with it and only

intervening later to offer feedback and correct mistakes. However there are also times when we might want to join in an activity not only as a teacher, but also as a participant in our own right.

- d. Resource : when we act a resource, we will want to be helpful and available, but at the same time we have to resist the urge to spoon feed our students so that they become over-reliant on us.
- e. Tutor : when students are working on longer projects, such as process writing or presentation for a talk or a debate, we can work with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations, we are combining the roles of prompter and resource. It is difficult to be a tutor in very large group.

However, when students are working in small groups or in pairs, we can go round the class and staying briefly with a particular group or individual, offer the sort of general guidance they are describing.

C. Genre

According Hyland (2009: 15) Genre is term for grouping text together, representing how writers typically use language respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, generic structure and specific linguistic features of the text. Beside of this the meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

According to Hartono (2005: 4) genre is used to refer to particular text-type, not to traditional varieties of literature. It is the kind of text, defined in

social purposes; also the level of context dealing with social purpose. So based of statement above the researcher can be conclude that genre is the grouping of the text. It can be recognized from social function, schematic structure and language feature. Genre helps the students to create communicatively effective texts.

According to Hartono (2005: 5) genre divided into groups, they are:

Story Genre	Factual Genre
Narrative	Procedure
News Story/ Items	Explanation
Exemplum	Report
Anecdote	Analytical Exposition
Recount	Hortatory Exposition
Spoof	Discussion
	Description
	Review
	Commentary

D. Descriptive Text

1. Definition of Descriptive Text

According to Woodson (1982: 73) description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

Also that according to Kies (2006: 366) in descriptive paragraph, the writer describes what he or she looks or feels. The writer makes stimulating ideas, brainstorming and outlining (descriptive organization). In descriptive organization the writer introduces the object or event of description, the important point of the paragraph and make conclusion. The conclusion gives the writer's final opinion about the description.

From the opinion above, descriptive text is one type of text which is arranged in one or more than paragraph concerning the information and description of an object. Generally, this kind of text is arranged in more than one paragraph which is structured as two sections; identification section (at the beginning paragraph; giving the information and the identification of the object which will be described) and descriptive section (this section contain the description of the object which already had identified at the previous paragraph). In addition for the language features of this genre, usually uses simple present tense, adjective, noun phrase and adverbial phrase.

2. Generic Structure of Descriptive Text

According to Mark Anderson (1997:103) one way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two components those are:

a. Identification

It is a part of paragraph which introduces or identifies the character.

Usually it is located at the beginning of the paragraph. Also that this statement tells the audience what the text is going to be about, and in

this paragraph includes a short description and definition of the subject

b. Description

Explain how the features and characteristics of things that are being described. In general what is the reference in the description of this type of text are the parts of the object (parts), quality objects (qualities), or characteristics or habits (behavior).

By identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read.

3. Language Feature of Descriptive Text

According to Linda gerrot (1994: 208) descriptive text has significant lexicogrammatical features that support the form of a descriptive text. The followings are significant lexicogrammatical features of descriptive text are focus on use of simple present, use of attribute and identifying process, and focus on specific participant.

a. Use of simple present

The tense that used in descriptive text is simple present tense. The language feature of descriptive text is dominated with simple present tense. When we speak or write we always do so in particular social situations.

b. Use of attribute and identifying process

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something. Processes which establish as identify are called identifying processes and processes which assign a quality are called attributive processes.

c. Focus on specific participant

The subject who is described is not general, but more specific. Those, we cannot describe people in general. But, we can describe particular person. For example: my mother, Shinta, my cat, Tina and Tini, etc.

E. Think Talk Write

1. Definition of Think Talk Write

Think – Talk – Write strategy is one of strategy in teaching learning process. This strategy is developing by Huinker and Laughlin. In this learning model is based on the understanding that learning is a social behavior. Also that learning model, learners are encouraged to think, talk, and then write about a topic. This method is a method that can train the ability to think and speak learners.

So in the TTW strategy is a learning that starts with thinking through the material (scrutinize, criticizing, and alternative solutions) the results of the reading will be presented and discussed.

According to Huinker and Laughlin (1996:82) the think-talk-write strategy build 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.

In addition according to Huda (2014:218) think-talk-write is a strategy that facilitates the exercise verbally and writes the language fluently. So, from the assumed researchers about this strategy can build the basic of student knowledge. Also that, this strategy can encourage learners to think, speak, and write. This learning model is used to develop writing fluently and trains the language before written.

So from the above research can be concluded that this strategy is to make to build ideas, or students' thinking before writing. Besides TTW strategy can also be able to help students more actively expose their ideas or thoughts in text with their own understanding with classmates.

2. The Steps of Think Talk Write

According to Silver and Smith (in Yamin and Ansari, 2009: 90) this is steps of Think-TalkWrite (TTW):

- a. The teachers decided classroom into several groups. In group consist of 4-6 students.
- b. Teachers explain about descriptive paragraph. (Generic structure and Language features).
- c. The teacher divides the picture relating to students daily environment.
- d. Students describe the picture in their imagination and make notes individually small (think). Each student in group describe about the

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

- e. Students discuss with friends in groups to discuss the content of the note they made (talk). In this activity, student's discuss the result of a collection of ideas that they make in individually in the note about what they know based in the picture.
- f. After students collect and discuss the results of any of their ideas. Students concluded the results of their ideas into a paragraph description and then they determine where the generic structure of the paragraph that they make (write).
- g. The final activity the students write down the paragraph descriptive that they make in a paper and from each group presentation their answer.

3. Teacher's Position in Think Talk Write

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

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

Based on the statement above, the researcher concludes that teacher's position in Think-Talk-Write (TTW) as facilitators. Teacher motivates the students to be active in teaching learning process.

4. The Advantages and disadvantages of Think Talk Write Strategy

According to Hamdayama (2014) there are some advantages and disadvantages of TTW Strategy, as follow:

a. Advantages

- 1). The advantage of TTW (think-talk-write) strategy is to sharpen the entire visual thinking skill.
- 2). It is developing a meaningful solution in order to understand the teaching material.
- 3). It can develop critical and creative thinking skills of students.
- 4). by interacting and discussing with the group will engage students actively in learning.
- 5). Allowing the students to think and communicate with friends, teachers, and even with themselves.

b. Disadvantages

When students work in groups they are usually less focused in the material that is done, usually active only a few students only. Also that sometimes they are easy to lose the ability and confidence, because dominated by affluent students; in addition teacher must be really prepare all media to mature in order to implement Think-Talk-Write.

F. Previous Study

There many previous studies those are relevant to this research. The researcher has found the research done by Pradita (2016) conducted the study which entitled “*The Influence of Think-Talk-Write (TTW) strategy toward students writing skill on recount text (An experimental research at eight grade of SMP Muhamadiyah 7 Yogyakarta in the academic year 2015/2016)*”. The result of her research of is the student’s writing ability can be improved by 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 material. Her research design is use quasi experimental. In other hand, the similarity is both of them using Think Talk Write strategy and school is area that used.

The next previous study conducted by Melia (2012) with title “*The Effect of Think-Talk-Write (TTW) Strategy Toward the Ability In Writing Descriptive Paragraph of Eight Grade Students At Hasanah Islamic Junior High School*”. In this research, think talk write strategy was effective to teach writing skill on descriptive text. There are some differences and similarities between this research, the differences are they use think talk write technique in different education level, grade, school and material. In other hand, the similarities are the target of this research is students of junior high school and use think talk write strategy and school is area that used.

The last previous study conducted by Khusnatul (2014) with the title “*The Effectiveness of Think-Talk-Write (TTW) Strategy in Teaching*

Analytical Exposition Writing of The Second Graders Students At MAN Trenggalek". The result of this research is the think talk write strategy is effective toward writing skill in senior high school. The differences from this research are the school, graders, education level, and the focus on material. The similarities of this research are method and skill that was focused, and the research design same use with pre experimental research design.

Based on some previous studies above, the researcher knew that think talk write strategy is effective for writing. According the researchers above it has similarities and differences with the researcher's research. The similarities, it has same method for teaching. The differences are the technique data collection, sample, and the place of the study. This research differently, was designed more specifically on the use of think talk write strategy in teaching writing toward students writing ability. While the researchers of this research want to conduct a research of using think talk write strategy that implied for teaching writing descriptive text entitle "*The Effectiveness of Think Talk Write Strategy Toward Students Writing Ability of Seventh Graders At MTsN 2 Kota Blitar*". Thus, it was clear that this research did not plagiarize to previous study, but the researcher use those as guidelines and references in conducting the further research.