

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problems. It consists of: reading, teaching of writing, theory of teaching and learning and theory of think talk write (TTW).

A. Writing

1. Definition of Writing

Writing skill is specific abilities which help writer put their thought in to words in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Writing can be said to be act of forming symbols. When we write, we used graphic symbols.

Harmer (2007:33) states “Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities”.

Hyland (2004:4) stated that writing like a dancing, allows for creativity and the unexpected, established patterns often from the basis of any variations.

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Harmer (1990:330) states that there are some roles of the teacher when student are asked to write, the ones that are special important are as follow:

- a. Motivator: writing task will be motivated the students, creating the right conditions for the generation of ideas.
- b. Resource: especially during more extended writing task, we should be ready to supply information and language where necessary.
- c. Feedback provider: teacher should respond positively and encouragingly to the content of what the student have written.

B. The Teaching of Writing

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

Tarigan (1986: 15) stated that writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys.

Urquhart and Mciver (2005:2) states "Teaching writing is unique. it benefits both teacher and the students, serving as communication vehicle, assessment tool, and intellectual exercise".

To teach writing description text needs something that can make students feel fun and have a good impression, so that the students will always remember what they have got from their teacher's explanation.

Based The psycholinguist Eric Lenneberg (1967) once noted, in a discussion of "species-specific" human behavior, that human being universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behavior.

C. TTW (Think Talk Write)

1. Definition of TTW (Think Talk Write)

Zulkarnaini (2011) states "Think-Talk-write Strategy was introduced by Huinker and Laughlin". This strategy facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. Think-Talk-Write Strategy encourages the students to think, talk, and write based on the particular topic. Think-Talk-Write Strategy is used to develop the writing fluently and exercise the language before write them.

Huinker and Laughlin (1996: 82) say 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.

Think-Talk-Write (TTW) is one of learning strategy which is purpose to improve student's understanding ability (Martinis Yamin 2008:84).

In other words, Suyatno (2009:66) states this learning starting with thinking through reading material, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion.

Based on Yamin and Ansari (2008:84) this is the steps of Think-Talk-Write (TTW):

- 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 words 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 purpose 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 answers, while other group give an idea.

On this strategy, had some step for implementation, That are:

The first step is *THINK*. Think is a phase that the students read e text (a theme/material). In this phase the students should thinking possibility the

answer, and the students make a little script about ideas that obtained on the text.

Yamin dan Ansari, (2012:85) Wiedehold states “ make a note mean analyze the objective, content of the materials and investigate the substances that written”.

The second step is *TALK*. Talk is an activity that certain make a discussion with their friends in a group. In there the students should to sharing the idea that was had at the think step. And make a reached with the groups.

The third / last step is *WRITE*. In this phase the students appreciation their ideas to an essay about the theme that was been given. Write is an activity of all brains that make the right (emotional) and the left (Logic) of brains. A good essay make all of brains.

Yamin dan Ansari, (2012:88) Masingila & Wisniowska states “suggest activity of students for teacher can see the error of students, misconception of students about the same idea”.

The students give a theme or some material. And the researcher ask to students for thinking about this theme. The second step is Talk. In there the researcher devided the students in the class to some groups.

One group composed from four until five students. We ask to students to discussions with their friends in the groups. And the last step is write. We ask to students to write the result from their discussion.

The former research like Dhamayanti, aji, Hartini, Sulistyani, Aini’s thesis. They are so abreast the all step.

Figure 2.1. Design Teaching Learning Process by Using TTW (Yamin, Martinis & Bansu I. Ansari, 2009:89)

