

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the writing skill, the importance of writing, teaching writing, hand writing, descriptive text and the definition of Think-Talk-Write method. The researcher expects that this study will give the readers a wider understanding about this research.

#### **A. The Writing Skill**

Writing is a way of gaining control over the ideas and getting them down on paper.<sup>1</sup> Writing is one of the important skills which has to be mastered by the students in order to make deep understanding about the lesson which has been studied. The situation in the class is becoming the reason to make the students interested in writing. Therefore, the teacher should give the appropriate method in order to make the class is not bored. It will be easy to the students understanding the topics that are explained by the teacher.

Beside its importance of writing, it has also been part of the syllabus in the teaching English. However, it can be used for a variety of purposes, ranging from being merely for grammar teaching purpose to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. In some cases, writing essentially shares equal billing with the other skills, but in the curricula it is only used in its 'writing for learning' role

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<sup>1</sup> Joy Wingersky and Friends, *Writing Paragraph and Essays (Integrating Reading, Writing, and Grammar Skills)*, (1992, California: Wadsworth Publishing Company), 1

where the students write predominantly to expand their learning of the grammar and vocabulary of the language.<sup>2</sup>

Although its difference purpose of writing becomes the problem in teaching and learning process, the teacher should consider the nature of the writing process and also the mental processes that the students go through when writing differ significantly from the way they approach discussion or other kinds of spoken communication which are being the reasons for the importance of giving writing in the teaching situation. However, both spoken and written materials almost have the same role in the teaching situation. The teacher can make the students speak because they know the written text. When the teacher asks the students to speak about the issues, the students will automatically show their ideas. It will enrich the students' vocabularies which will be explored in their writing.

When teaching writing, the teachers need to make sure that their students have some writing aims. The effective writers usually have purpose in mind and then construct their writing with a view to achieving that purpose. In this case, the teacher should explain the purpose of their writing; it is for describing something, explaining the issues, or clarifying the arguments. It is to ascertain the effectiveness of their writing. In addition, it also sustains their creativity in writing, because any idea that should be explored is based on the writer aim as well.

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<sup>2</sup> Jeremy Harmer, *How to Teach Writing*, (2004, United Kingdom: Pearson Education Limited), 31

To be the effective writers can also be created by exploring creative writing. Creative writing is an area where imagination is becoming the dominant way in getting free thinking. Every student has different opinion about creativity, therefore the teacher should not make limitation in what are they want to explore in their writing. To help the students in writing, the teacher has a number of crucial tasks to perform. They are:<sup>3</sup>

a. Demonstrating

Since the students need to be aware of writing conventions and genre constraints in specific types of writing, teacher has to be able to draw these features to their attention. In various ways the students can explore their writing about the current issues by using their own language to perform certain written functions.

b. Motivating and provoking

The Students as the writers often find themselves 'lost for words', especially in creative writing tasks. This is where the teacher can help the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be.

Supporting

Closely allied to the teacher's role as motivators and provoker is that of supporting. The students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out.

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<sup>3</sup> Ibid, 40

Teachers need to be extremely supportive when students are writing in class, and prepare to help the students overcome difficulties.

c. Responding

The way the teacher reacts to the students' written work can be divided into two main categories, that of responding and that of evaluating. When responding, the teacher reacts to the content and construction of a piece supportively and often makes suggestions for its improvement. In responding the students' work at various draft stages, teacher will not be grading the work or judging it as finished product. However, the teacher will tell the students how well it is going so far and how to make it clearer.

d. Evaluating

There many occasions, however, when the teachers want to evaluate students' work, telling them how well they have done. In evaluating the students writing for test purposes, teacher can indicate where they wrote well and where they made mistakes, and the teacher may award grades. However, although test-marking is different from responding, teacher can still use it not just to grade students but also as a learning opportunity.

## **B. The Importance of Writing**

Writing is the important mean to know the students capability in understanding the materials in teaching and learning process. It can be proved that

there are not teachers who give the zero score to the students' writing. Writing is also one of the foundational skills of educated persons. Like the previous explanation, writing can prove that the educated person can write the good writing or not based on their knowledge. The educated person can write better because they are knowledgeable. This is the reason why writing is not easy, because there are some rules that should be understood by the educated person to get the good work in writing.

In addition, the purpose of writing as a mean of communication is also important in teaching and learning process. The students can write their ideas about anything that cannot be revealed orally. There are some steps which should be done to do good writing in order to be able to get the good result in writing English or the other kinds of texts. Those steps will be explained by the teacher in the beginning of teaching and learning process or it can be done during the certain method given by the teacher.

Beside the steps to do good writing in teaching and learning process, writing is also considered in another purpose. Many people show their writing ability in daily life. It is proved in the advertisement business. They do some writing to make the banners, posters, pamphlets that are expected to be read by the customers in order to be interested in the products which will be shown. The carefulness and creativity are needed in writing these kinds of marketing strategy to attract the customers' attentions.

### C. The Paragraph Writing Process

To write the interesting and the good paragraph, we should know what the paragraph is. A paragraph is a group of sentences which contain relevant information about one main or central idea.<sup>4</sup> It means that when we want to write the text, it also contains of the paragraphs that can make the text will be understood by the reader. It is essential to know that one of the objective of writing is to make the readers understand about the information which are involved by the writer.

Basically, a paragraph consists of three parts, namely: introduction, body and conclusion.<sup>5</sup> Introduction paragraph contains of general information about the topic, it usually starts with several sentences that attract the reader's interest. It should then advance the central idea, thesis statement that will develop our text or paragraph. In addition, the introduction of the paragraph will introduce the readers to the main idea of the paragraph. Main idea is going to bring the readers into deep understanding about the content of the whole paragraph.

Nunan said that writing is a process and not a product.<sup>6</sup> It is a process through discovering, organizing, and writing our thoughts to communicate with the reader. By writing, we will have words and punctuation to form our message and also have the opportunity to organize our thought until we will be satisfied with our real writing that has been finished.

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<sup>4</sup> Barli Bram, *Write Well (Improving Writing Skills)*, (Yogyakarta: IKAPI, 1995), 13

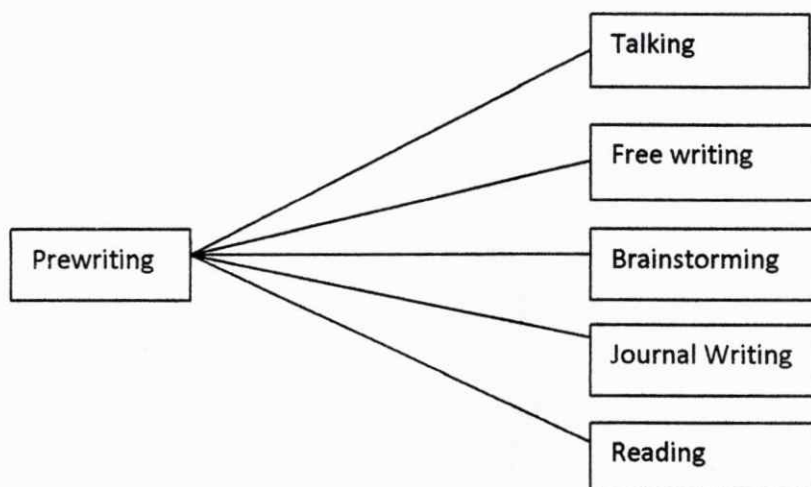
<sup>5</sup> Ibid

<sup>6</sup> David Nunan, *Teaching Methodology*, (New York: Prentice Hall International, 1991), 135

There are some steps in the paragraph writing process or text:<sup>7</sup>

### 1. Prewriting

Prewriting is a way of generating ideas, narrowing a topic or finding a direction. As the following chart shows, prewriting can be accomplished in several ways.



The prewriting chart lists are useful to help the writers begin a writing project. All the prewriting approaches are designed to help the writers get started because at times starting can seem difficult. Starting a writing project means becoming actively involved in one or more of the activities listed above. The objectives are the same for each activity. However, each offers different approach.

#### a. Talking

One simple way to relieve anxiety and start the writing process is to talk about a subject with fellow students, instructors, family members, and knowledgeable people who can provide the inspiration that the writer needs to

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<sup>7</sup> Joy Wingersky and Friends, *Writing Paragraph and Essays*,..., 3





begin writing. However, the writer has to keep in mind that it is not advisable to do only talking as a prewriting activity. Talking, unlike free writing or brainstorming, is not on paper and ideas can be lost unless write it down on the paper. But talking is a good starting point to collect the ideas to expand their writing.

#### **b. Free writing**

Free writing is intended to help the writer generating the ideas. Free writing is writing anything that comes to mind about the topic which is chosen. It is writing without stopping to correct spelling or other mechanical errors. If the writer cannot think of anything to write, just start with anything in his or her mind, even if it is just repeating the assignment. Ideally one idea leads to another, and then it can be filled with many different ideas. In this case, the writer is not expected to stay with any one thoughts in order to avoid the plagiarism.

Free writing involves writing ideas in sentence form. Free writing has three basic steps:

1. Free writing for a topic and direction
2. Deciding on a topic
3. Free writing with direction

#### **c. Brainstorming**

Brainstorming is writing words or phrases that occur to you spontaneously. This association can be done individually or in a group. Brainstorming and free writing are similar in that they both produce ideas. If the teacher gives the students a topic, they can begin by brainstorming to get some direction. The students may find it easier to brainstorm for a topic than to free

write, but others may find free writing easier. When the students are brainstorming for a topic, they will probably create a list of very general words that interest them.

#### **d. Journal Writing**

Journal writing is recording information in a notebook of the daily inner thoughts, inspirations, emotions that are usually consistently recorded in a relaxed writing atmosphere. Writing in this manner can provide the students with an opportunity to connect with important inside thoughts, analyze their life environment, relieve writing anxiety, and practice spontaneous writing. journal writing can provide ideas that the students might be able to use in later writing assignments, and it can even help them finding a starting place for new writing assignments.

#### **e. Reading**

Reading in magazines or newspapers can also help the writer to get started with his/her writings. Moreover, through reading will help the writer becoming more informed about the topic so that he/she can write intelligently about important issues. Reading can also help the writer to get ideas to support his/her paragraph or essay.

### **2. Organizing**

Organizing is the second major step in the writing process. After the writer has completed on or more of the prewriting activities, it is time to think about organizing these ideas into a rough outline that includes a main idea and supporting ideas. However, before starting to compose the paragraph, the writer

needs to decide which details support the main idea and in what order these ideas need to be presented.

### **3. Drafting**

Drafting involves taking the information that the writer has generated and organized and patiently writing a paragraph or an essay in which the writer consciously start with the main ideas and add supporting ideas that flow smoothly. In the first draft, the writer has to begin his/her draft with a sentence sentence that includes the general word or phrase or a variation of it. Using the grouping, then write the following first of paragraph. After finish, put it away for a while so that when the writer come back to it, he/she will able to see it from a fresh point of view.

### **4. Revising**

Revising means making changes or clarify wording and organization. The revision of a paragraph should be done several times, until the writer is satisfied that it is the best he/she can do. In this case, the major objective is not to produce just one excellent paper but to have the ability to write many excellent papers, even when the writer may not have anyone to help. Here are some possible questions to be asked by the writer herself when she/he is revising:

1. Is the general word or phrase (or a similar one) from the group in the first sentence?
2. Are there words, phrases, or sentences that are not related to the main idea in the first sentence?
3. Does the paragraph make sense to you and to someone else?
4. Have you covered all ideas in the group?
5. Can some words be changed for clarity?

6. See any words excessively repeated?
7. Does the last sentence give a sense of closure to the paragraph?

### **5. Editing**

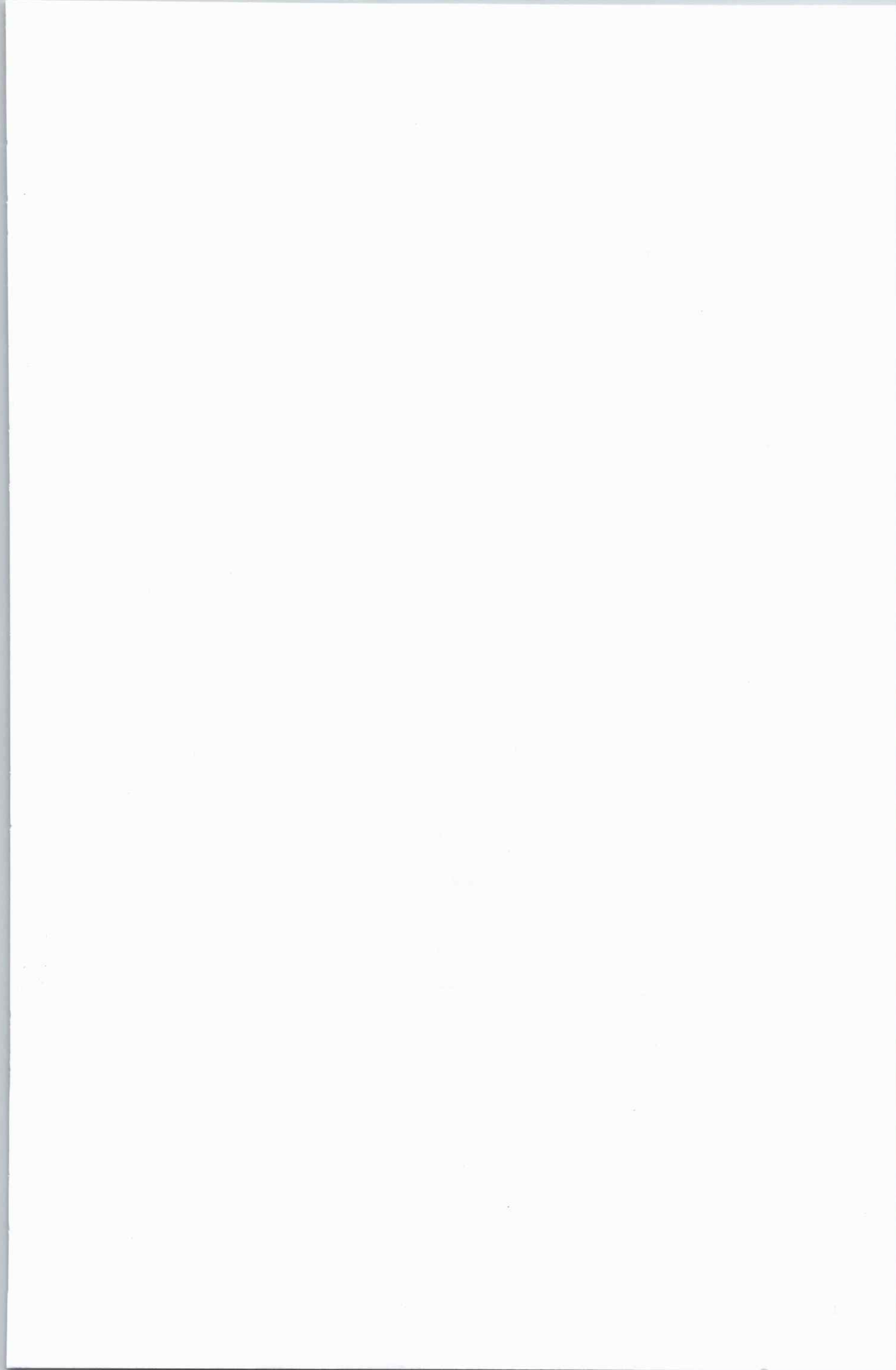
Before considering the paper finished, the writer should check for any problems in mechanics. When the writer is learning the writing process, content comes before mechanics and grammar, but correct mechanics and the grammar will be expected as the writer master the writing process. Here are some of the items that the writer should find and check:

- 1) Spelling
- 2) Punctuation
- 3) Capitalization
- 4) Grammar usage
- 5) Errors in sentence structure
- 6) Consistency in verb tense
- 7) Consistent point of view
- 8) Abbreviations and numbers

The writer will not be expected to have all of these editing skills at first. But he/she will acquire these skills through writing his/her paragraphs and essays.

### **D. Teaching Writing**

Writing is the process of composing the ideas and write it down on the paper or other medias. Writing is also one of the skills that will be developed by the teacher in teaching and learning process. There are many reasons for getting students to write, both in and outside class. Firstly, writing gives the students more 'thinking time' than they get when they attempt spontaneous conversation. It



allows them more opportunity for language processing whether they are involved in study or activation.

When thinking about writing, it is helpful to make distinction between writing for learning and writing for writing. In the case of the former, writing is used as an aide-mémoire or practice tool to help students practice and work with language they have been studying.<sup>8</sup> The teacher might ask the students to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing like this are designed to give reinforcement to the students. Another kind of writing for learning occurs when the teacher has the students writing sentences in preparation for some other activity. Here, writing is an enabling activity.

### **E. Hand Writing**

Writing is a tool for communication, and it is both a skill and a means of self-expression. The major objective of instruction in handwriting is legibility. In order to communicate thoughts in writing, the students first must be taught to write legibly and easily. Thus, instruction focusses on holding the writing instrument, forming manuscript and cursive letters correctly, and maintaining proper spacing and proportion when writing. Many students with learning problems have difficulty with handwriting. Numerous factors contribute to handwriting difficulties, such as: motor problems, emotional problems, faulty

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<sup>8</sup> Jeremy Harmer, *How to Teach English (New Edition)*, 2007, (United Kingdom: Pearson Education Limited), 112

visual perception of letters and words, poor visual memory, poor instruction, and/or lack of motivation.<sup>9</sup>

Based on those factors, the students show a variety of handwriting problems:<sup>10</sup> Slowness (incorrect directionality of letters and numbers), too much or too little slant, spacing difficulty, messiness (inability to stay on a horizontal line), illegible letters, too much or too little pencil pressure, and mirror writing. Based on these problems, the teachers should demonstrate the correct way to form letters and should supervise students' handwriting efforts carefully. In addition, the teachers should help the students to develop a positive attitude toward handwriting by encouraging progress and stressing the importance of the skill.

#### **F. Descriptive Text**

Descriptive text is the text used to give a picture or describe about place, person, situation or another thing in word form the reader. The descriptive text should be vivid, detail since something described is particular, and the writer should be able to make the readers draw in mind exactly about the thing. In descriptive text, it usually consists of identification and description.<sup>11</sup> Identification involves introduction or identification about something which we want to describe. In addition, in the description the writer puts the descriptions of something which we want to describe, it can be characteristics, qualification, and appearance.

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<sup>9</sup> Cecil D. Mercer and Ann R. Mercer, *Teaching Students with Learning Problems*, (Italia: Merrill Publishing Company, 1981), 446

<sup>10</sup> Ibid, 447

<sup>11</sup> Team, *Model Silabus dan Rencana Pelaksanaan Pembelajaran*, (Jakarta: Depdiknas, 2007), 31

Descriptive text can be split up into several kinds. However the kinds of descriptive text which is usually taught in junior high school is about describing person, describing place, describing a thing. A descriptive text which describes a person pays more attention in how to describe physical appearances and traits.

### **G. Think-Talk-Write Method**

Think-Talk-Write (TTW) method proposed by Huinker and Laughlin (Ansari: 2003, 36). This method is basically constructed through thinking, speaking, and writing. The explanation of TTW method is started from the students involvement in thinking or pronouncing with themselves after reading, then talking to share with their friends before writing. This activity is more effective if done in a heterogeneous group with 3-5 students. In this group, the students are asked to read or to look for the difficult words, to make small notes, to explain, to give response to their friends and then express it through writing. Think-Talk-Write method involves three important steps which have to be developed and done in teaching and learning process, it can be seen as follows:

#### **1. Think**

According to Huinker and Laughlin in Ismi Lutfiyah, "Thinking and talking are important steps in the process of bringing meaning into students' writing".<sup>12</sup> It means that thinking and speaking/discussing is the important step in the process of bringing the students comprehension into the students' writing.

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<sup>12</sup> Lutfiyah, Ismi. 2011. *Perbedaan Hasil Belajar IPS Siswa dengan Menggunakan Metode Pembelajaran Think Talk Write (TTW) dan Numbered Head Together (NHT) di SMP Islamiyah Ciputat*. Unpublished Thesis. Jakarta: Faculty of Education, Syarif Hidayatullah.



In this step (think), the students read a text, then making small notes about the ideas and anything that they do not understand from the text which they have read. It can be made with their own language to make them easier to understand about the content of the text. Understanding the text is important to do the next step. Beside understanding about main idea and the content of the text, it can also be started from looking for the difficult words, understanding about formation of the sentences, the use of tenses. These activities should be done by the students individually, so that thinking process can be actualized to make each student understanding the text. In addition, learning by making/writing the small notes after reading, can stimulate thinking activity before, during and after reading. Making the notes can enrich the students knowledge, even it can increase the students skill to think and to write.

## **2. Talk**

In this step, the students are divided randomly into some groups in order to make the students can share their ideas without any doubt and accurately communicate their problems which are found the the previous activity. Each group consists of 3-5 students. It can make them helping each other in finding the ideas because they use their own language in communication with the other students. The students extend their ideas in thinking process that has done before. That is by discussing about something they have known and have not known from the text. The comprehension is built through their interaction in the discussion. The discussion expected to be able to produce solution of the problem that they

faceted. In addition, the students enable to increase their speaking skill. The discussion happened in this process is the way to reveal the students thinks.

In addition, Huinker and Laughlin (1996:88) stated that "Talking encourages the exploration of words and the testing of ideas. Talking promotes understanding. When students are given numerous opportunities to talk, the meaning that is constructed finds its way into students' writing, and the writing further contributes to the construction of meaning.<sup>13</sup> It means that, the discussion can increase the words exploration and examine the ideas.

Moreover, the discussion can also improve the students comprehension about the lesson. When the students are frequently given a chance to discuss with their friends, the comprehension will be developed in the students' writing. Then the teacher directs them to write. It can give contribution into the students comprehension in exploring the ideas in their writing. The main point is, in this step the students can share their knowledge and examine their recent ideas. Therefore, the students know what they have known and have not known that are actually needed to be leant.

"Talk" is important because: (1) Whether it is writing, picture, sign, or conversation is intermediate expression as human language, (2) Understanding is built through interaction and conversations among individuals who are socially meaningful activities, (3) The primary way of communication participation in learning is through talk. Students have to present ideas by using their own language to their friends, building theories together, sharing solutions strategy and

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<sup>13</sup> Herdian. 2011. *Model Pembelajaran TTW (Think-Talk-Write)*, (<http://herdy07.wordpress.com/tag/model-pembelajaran-ttw-think-talk-write/>, accessed on 5<sup>th</sup> Mey 2013).

creating problem solving in the problems that they faced, (4) The formation of ideas (forming ideas) through the talking process, (5) Improve and assess the quality of thinking.

### **3. Write**

The last step is write, the students write the result of the discussion with their friends. Writing activity constructs the ideas because after discussing, the students reveal it into the writing form. It can be effective if the students do the teachers' instruction.

Writing activity means constructing an idea, after discussing or dialogue between the students and then express it through writing. Writing helps to realize one of the goals of learning. Writing activity will help students to make connections. It can also allow the teacher to see the students' concept development.

In addition, the teacher can monitor some factors in the students' writing activity. Such as: Errors in the students' writing, misconceptions, students' conceptions of the wrong idea, a description of the real student achievement. Student activities during this phase are:

1. Writing back what has been observed in the school environment.
2. Correcting the results of the writing so that there are no errors. If there was an error cultivated in small errors only.
3. Believing that the job is complete, easy to read and connecting authenticity.