

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the related literatures used in this study. Those are writing skill, writing purposes, descriptive text, structure of descriptive text, definition of think talk write, and steps of think talk write.

A. Writing Skill

Some experts have given many definitions about writing. Writing is more than putting spoken language into written form. This is in line with Brookes and Grundy (2000: 1) who state that written language was thought by some to be spoken language put into written form. Furthermore, the assumption that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape.

According to Hedge (1998: 19), writing is a process. In fact, it is a complex process with a number of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing. From those definitions above, we can conclude that writing is a process which involved complex activities and fundamental towards education system going on simultaneously to produce successful piece of writing.

Another definition comes from Byrne (1997: 1) who states that writing is the act of forming letters or combination of letters: making marks on flat

surface of some kind. It is more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions to form words, and words arranged to form sentences.

From all of the explanation above it can be concluded that writing is a complex process and activities to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (word spelling, sentence structure, punctuation, etc.) in order to express idea, thought, opinion, and feeling so that people, as readers, can understand.

Skill according to Webster (1968: 50), means technical competence without insight or understanding or the ability for further elaboration or development. Another definition comes from Hornby (1979:820) who states that skill is the ability to do something well.

From the idea above, writing skill is then defined as technical competence to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (word spelling, sentence structure, punctuation, etc.) in order to express idea, thought, opinion, and feeling so that people, as readers, can understand.

B. Writing Purposes

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing

sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his reader directly. According to O'malley and Pierce (1996:137), there are three purposes of writing that describe the kinds of students writing. They are:

1) Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, the writer can share knowledge and give information, directions or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effects, and developing new ideas or relationship.

2) Expressive or Narrative Writing

Expressive or narrative writing is a personal or imaginative expressions in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

3) Persuasive Writing

In persuasive writing, writers attempt to influence others and initiating action or change. This type of writing includes evaluation of a book, movie, consumer product, or Controversial issues. Writing is one way of communication, if we look for a new job employers, public officials or even member of the family to protest unfair treatment or to say "thanks" for help. By improving the writing skill, the purpose of communication in written will be easier.

C. Descriptive Text

A descriptive text is a text which lists the characteristics of something. Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In description, a writer uses words to paint a picture of something—a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the “thing” he or she is talking about. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative. In general descriptions do not occur alone: They blend with definitions and explanations as stated by Dorothy Grant Henning’s (1999:2).

From those, it can be said that descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Rudi Hartono (2005:6) stated that descriptive text aims to describe a particular person, place or thing. It means that descriptive text aims at giving vivid details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

D. 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 elements namely identification and description.

1) Identification / a general opening statement in the first paragraph: Identifies phenomenon to be described.

- This statement tells the audience what the text is going to be about.
- This includes a short description of the subject.
- This can include a definition of subject.

2) Description / A series of paragraphs about the subject: Describes parts, qualities, characteristics.

- Each paragraph usually begins with a topic sentence.
- The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
- The sentences after the preview give more details.
- Each paragraph should give information about one feature of the subject.
- These paragraphs build a description of the subject of the report.
- They may include technical language that is related to the subject

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.

E. Definition of Think Talk Write

Think Talk Write is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149) Think Talk Write is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to another members in a group. 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 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.

F. Steps of Think Talk Write

Think Talk Write is an innovative strategy that should be applied in teaching and learning process. Based on Gazden in Huinker and Laughlin (2015: 82): The 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. When assigned a writing task, students are often expected to begin writing immediately.

The talk phase of the Think Talk Write strategy allows for exploratory talk-“the process of learning without the answers fully intact”. The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking, and sharing ideas with one another, to writing. This strategy seems to be particularly effective when students, working in heterogeneous groups of two to six students, are asked to explain, summarize, or reflect. From the definition above, there are three steps of Think Talk Write as follows:

1) Think

The first step of this strategy is Think. In Think, students are given the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given.

2) Talk

In the Talk, students are divided into groups. After they join in group, they share their ideas based on what they think before. Another students listen and respond the ideas. After finished, students conclude the result of the discussion in group.

3) Write

After the students get the conclusion, they come back in their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.