

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides explanation related theories used in this study, such as definition of writing, purposes of writing, teaching writing, Think Talk Write strategy and recount text.

A. Definition of Writing

Writing is aide memoire or practice tool to help student practice and work with language they have been studying.⁵ In writing, people can remember (aide memoire) experience or activity in the last time that happened. When people write they can practice to use language had they studied. Writing can help student to express their ideas in written form and inform to other in written piece of paper.

According to Harmer, writing is a way to produce language and express idea, feeling, and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.⁶

The use of grammar and vocabulary correctly are very required in writing to show how well students' mastery in writing. The students must think about the process and the use of language. They will be interested in writing, if the kind of writing is suitable with their ages, language ability, and interest. The students will enjoy in writing about topics that are familiar with

⁵ Jeremy Harmer, *How To Teach Writing*, (Longman: Pearson Education Limited, 2004), p.112

⁶ Ibid. p. 31.

them, such as writing about themselves, their families, their activities, their best friends, and their hobbies.

From definition above, we can conclude that writing is way of produce language and express the ideas, feelings, information and opinions in written form. Writing requires students to use grammar and vocabulary correctly to express what they want to say clearly and easy to understand. Students' writing shows how well they are mastering the language.

B. Purposes of Writing

According to O'Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning, Those are presented as follows

1. Informative.

It is represented by informative writing that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2. Expressive or Narrative.

It is represented by expressive writing or narrative writing that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

3. Persuasive.

It is represented by persuasive writing that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.⁷

C. Teaching Writing.

Writing as one of the four language skills in English has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught.⁸ In other words, writing is good way for students who learn English.

According to Raimes that writing can help the students learn. First, by doing writing, students can reinforce the grammatical structures, idiom, and vocabulary. Second, when writing, they also have a chance to be adventurous with the language. Third, when students write, they necessarily become very involved with the new language and the effort to express ideas.⁹ Dealing with the EFL writing class, for instance the students of Junior High School, Brown mentions five major categories of writing activity, They are imitative, intensive (controlled), self-writing, display writing, and real writing.¹⁰

⁷ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996), p.137-138

⁸ Jeremy Harmer, *How To Teach Writing*, p. 31-32

⁹ Raimes, Ann. *Teaching Writing: What We Know and What We Do*. (Oxford University Press: 1983), p.3

¹⁰ Ibid. Pg. 434.

The imitative activity for beginning level, the students write down English letters, words, and sentences in order to learn the basic convention of writing. In the imitative writing, the students reproduce in the written form something, which has been read or heard.

The other activity is controlled writing or intensive writing. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For example, the students are asked to change the simple present tense to simple past tense.

The next activity is self-writing. Self writing that form of writing in which only the self in mind as an audience. Many forms of self writing such as diary, journal, dialogue journal, and note taking during a learning process. The next activity is display writing.

The display writing includes writing essay examinations, research reports, and short answer exercises. Here, the students need to master the display writing techniques.

The last activity is real writing. It is a kind of writing performance, which aims at the genuine communication of messages to an audience in need of those messages. There are three kinds of real writing, namely: academic, vocational, and personal.

In line with the teaching of writing at the secondary students, especially in the Junior High School, it is taught integrate with other skills, namely: listening, speaking, and reading. In this case, it is used to make the students have communicative competence that they are able to communicate

in oral and written form in expressing information, opinion, thought, feeling, and to develop science and technology.

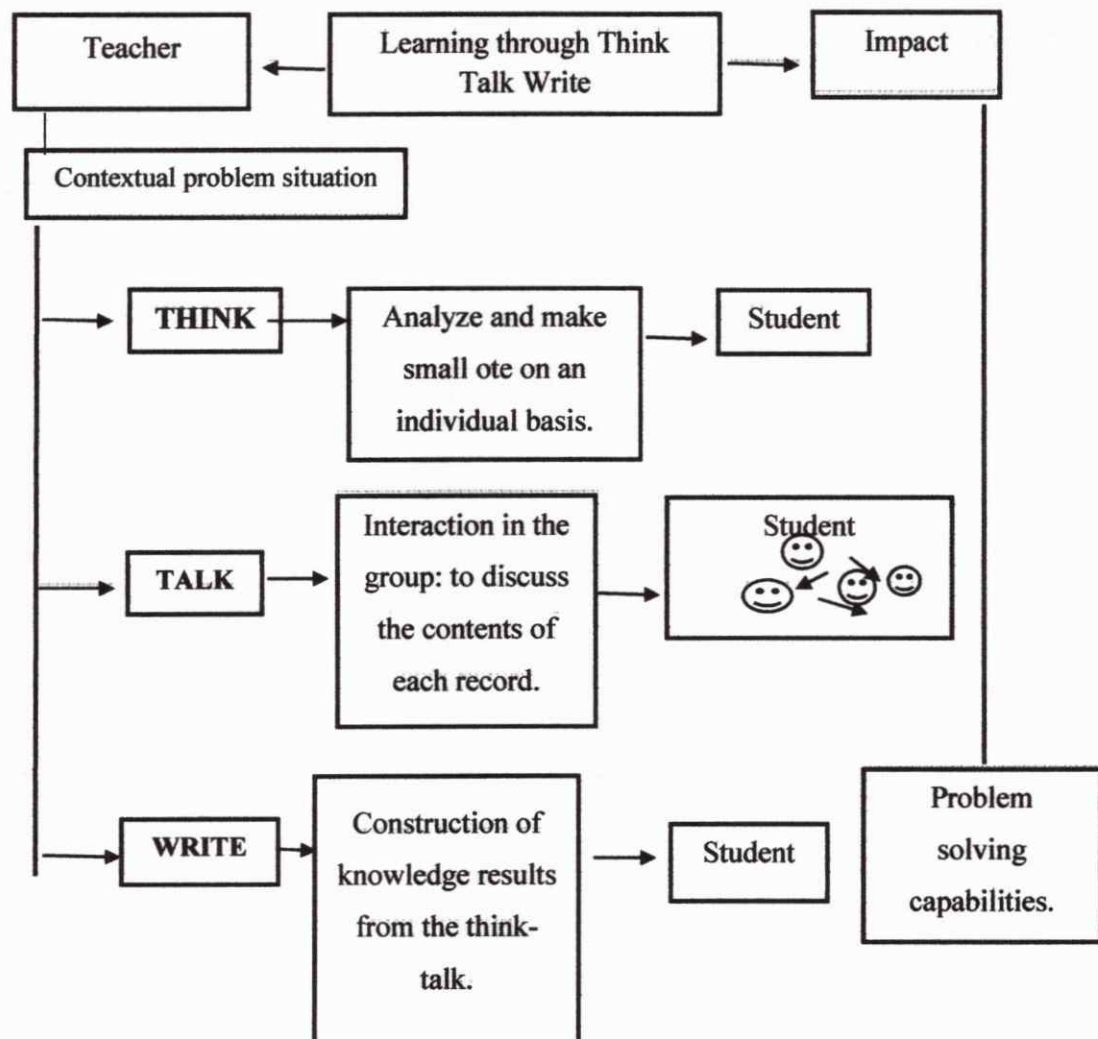
D. Think Talk Write Strategy.

According to Huinker and Laughlin TTW (Think Talk Write) is 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, and then student to write.¹¹

Think Talk Write strategy that strategy facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social behaviour. *Think-Talk-Write* Strategy encourages 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 they write. *Think Talk Write* strategy is more effective that in a group between 4 - 6 students. In this group student ask to think about topic or analyze topic, to make a small note, to give response to their friends and then express result of discussion it through writing.

¹¹ Nova Maulidah, Lailatul Musyarofah and Hilyatul Aulia "*Think Talk Write Strategy for Teaching Descriptive Writing* " Jurnal Pendidikan Bahasa Inggris STKIP PGRI Sidoarjo, (April,2013),p.52.

Figure : 2.1 The Instructional Design of Think Talk Write Strategy.



In this study, *Think Talk Write* strategy is divided into 3 parts they are Think, Talk and the last is Write activities.

1. Think.

Think activity is process understand something. Before student write better communicate to friends in order that student more understand about materials. According to Huinker and Laughlin in Ismi Lutfiyah "*Thinking*

*and talking are important steps in the process of bringing meaning into student's writing".*¹². It means that thinking and speaking is important step in the process of bringing student comprehension to write. In this activity student can be seen from understand the topic and make small note about what has been thinking use their language self. Think is very important to bring ideas in the group to share with their friends.

2. Talk.

Talk that communicate using language and words they understand. Talk is important because student use their own language to present his idea to build theory together, sharing together allows students to skilled talk. Talk activity is student process to discuss about materials with their friends. In this case they can discuss, share, dialogue with their friends. In talk activity student can influence to social behaviour pass through share or dialogue. This is try student to brave convey their ideas to friend.

3. Write.

In write activity that student writes the result of the disscussion or dialogue. This is constructing of knowledge from think and talk activity. This activity means constructing idea of writing after discussion or dialogue between friend and student later expressed through writing. Writing activity will help student to make connections. It can also allow the teacher to see the students' concept of development. Writing help realize the goal of learning.

¹² Ismi Lutfiyah, *Perbedaan Hasil Belajar IPS Siswa Dengan Metode Pembelajaran Think Talk Write dan Number Head Together di SMP Islamiyah Ciputat*. (Unpublished Thesis. Jakarta: Faculty of Education Syarif Hidayatullah, 2011),p.13.

E. Recount Text.

Recount is a kind of writing of genre which is learned on the second grade of Junior High School. Recount Text is a text which has social function to retell events or experience in the past and purpose of informing or entertaining to readers.

According to Hyland, recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.¹³

According to Knapp, Recount Text basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.¹⁴ The purpose of recount to list and describe past experiences by retelling events in the order in which they happened in the past (chronological order). Recounts are written to retell events with the purpose to either informing or entertaining their audience (or both).

When student writes a recount text there are generic structure of recount and grammatical feature. Generic structure and grammatical feature is important part when student writes a recount text in order that written text can clearly and easy to understand. Generic structure make easy for student when

¹³ Ken Hyland, *Genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p. 29

¹⁴ Peter Knaap, *Genre, Text, and Grammar* (Sydney: University of New South Wales, 2005), p.224

they write. There are three generic structures in recount text they are as follows;

The first part is orientation it provides the setting and produces participants. It provides information about what, who, where, and when activity. The second part is event that tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events. The third part is re-orientation optional-closure of event feel or decide the event that happened. In re-orientation student can conclude from the story or what they feels in event.

When student writes there are grammatical features. Grammatical feature is very important, in order that result in written form can correctly and easy to understanding for readers. The common grammatical feature of recount text are use nouns and pronouns to identify people, animal / thing. Second is use action verbs to refer to events, third is use of simple past tense to locate events in relation to speaker's or writer's time, the last is use of conjunctions and time connective.