

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Previous Studies

This research focuses on Think-Talk-Write Strategy which has been studied by several previous researchers. Previous research from previous researchers is used to find out how effective this Strategy is for English. Researcher have summarized five studies that are relevant to a relationship in this study. There are Alma Lily Sintia (2021), Adelya Khairi (2020), Etek Sri Belangi (2019), Niklah Dini Hariani (2016), and Muhammad Najib Ali (2014). First, Sintia (2021) did a research about *The effectiveness of think-talk-write on students" descriptive writing at Junior High School PGRI 2 Jambi City*. The purpose of this research was quantitative research and it was conducted by using quasy-experimental design with nonequivalent control group design which two classes as experimental class and control class which consisted 58 students. The instrument which is used by the researcher is pre-test and post-test and the data are collected by students" writing test. The result of this research shows that there was significant effect on students" writing skill in descriptive text after being taught through Think-Talk-Write (TTW) strategy.

Second, Khairi (2020) did a research about *The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at VIII Grade Students of MTs Negeri 4 Langkat Year 2019/2020*. The purpose of this research aims to improve students' writing skill in descriptive text by using think talk write strategy at MTs Negeri 4 Langkat. This study used class room action research as a

method. The data of this research was obtained from 27 grade VIII students and English teacher at MTs Negeri 4 Langkat in the academic year 2019/2020. The instrument of collecting data in quantitative was test. On the other hand, to complete the data qualitative were taken by interview, observation sheets, and documentation.

Third, Belangi (2019) did research about *The Effect of Think-Talk-Write (T-T-W) Strategy on Students' Writing Descriptive Text Ability*. The purposes this study was intended to get the empirical evidence of the effectiveness of think-talk-write strategy on students' writing descriptive text ability. The design used in this study was quasi-experimental design. The population was the seventh grade students of SMPN 87 Jakarta Selatan.

Four, Hariani (2016) did research about *Improving The Students' Ability on Writing Narrative Text Using The Think-Talk-Write Strategy at SMP Ahmad Yani Batu*. This study aims at finding out whether the implementation of the think-talk-write strategy can improve the students' ability on writing narrative text. The problem of the research is how the think-talk-write strategy can improve the students' ability on writing narrative text. The study focuses on improving the students' ability on writing narrative text using the think-talk-write strategy of the second graders of SMP Ahmad Yani Batu.

And the last, Ali (2014) did research about *Improving The Student Writing Skill On Descriptive Text By Using Think, Talk, Write (TTW) At MTsN Tunggari*. The aim of this research is for improving students' skill in writing specifically in writing descriptive text. So researcher was hope this research can truthful for improving students' skill. This research is applied collaborative classroom action Research between the researcher and English teacher.

The similarity of this research with the previous study above is the strategy that the researcher uses, they have proven that the Think-Talk-Write Strategy is one of the strategies that can be used to improve students' writing.

The difference between this research and the previous research above is that the sample collected data and also in this research the researcher used the one group pre-test post-test design method to find out TTW Strategy gives a significant effect on students' ability in writing text.

## **2.2 Theoretical Framework**

### **2.2.1 Concept of Writing**

Writing is a way of communicating by conveying our message to readers in written form. According to Linse (2005) writing is a way of thinking as well as a means of communication. This means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication. The need to communicate is one of the dominant human traits and writing is one of the best ways to communicate with one another. Writing is one of the skills to convey ideas that have been arranged in words to paragraphs so that the reader understands the purpose of the text. In addition, in writing we have to choose

the right sentences that are suitable for expressing our ideas, because we cannot write meaningless words in writing. With that our ideas can be understood by readers so that readers can think critically and understand the ideas we write. Furthermore, writing is an important aspect of interaction in language teaching besides reading and speaking.

In addition, writing is one of the language skills that is very important for every student because by writing students know grammatical rules and also writing is an important feature in learning a language because it provides a means to change vocabulary, spelling, and sentence patterns, so that it can cover all Skills. With that, the process that allows writers to explore thoughts and ideas into sentence forms in other sentence forms to become proper sentences in a paragraph through the steps of writing, as well as they need to learn spelling and grammar, they relate to the use of words correct in the form of a good sentence.

So, can be concluded as a communication process that allows writers to explore thoughts and ideas into sentences and paragraphs with the correct grammatical structure so that the reader understands what they mean.

a. **The process of Writing**

In writing, there is a writing process. That is, if students want to write something and want to make perfect writing, students need to know the process of writing. To understand how important the research process is, we need to consider what the process improves. In a process, of course there is a series of actions. According to Richards and Renandya (2002) there are three stages in the writing process. They are prewriting, drafting, and revising.

### a.) Prewriting

Prewriting occurs before writing even a single word. When you think about writing, you have entered the writing process. Simply thinking about a topic, its different aspects, the best material to choose from and read, half-finished audience ideas, your reasons, your evidence all of this is part of the prewriting stage.

The term prewriting is somewhat misleading because actually writing is part of this stage. Brainstorming, freewriting, mind mapping, outlining, listing evidence, compiling data, collecting citations these writing activities usually occur before starting the first draft, although writers return to them as needed. Without a plan, it's hard to know where to start and where to go, and this lack of preparation usually shows up in the piece of writing, undermining the writer's credibility.

Give yourself enough time to engage in this activity while working on your writing project, and remember that it's common to return to this stage when working on your draft. During that time, you will recognize the need to review reading material, make adjustments to your outline, and brainstorm and free write to solve new problems that arise while drafting.

### b.) Drafting

In the drafting stage, you begin writing your piece. You can start from anywhere—beginning, middle, or end— depending on the project and your preferences. For example, some writers create the introduction and conclusion only after they have written the body. Some writers start with the parts that come easy to to them, others start with the sections they are

least excited about. Breaking yourself from the notion that you must write the draft in a linear fashion can help you avoid anxiety and save you time.

c.) Revising

Revision is re-seeing, and it helps to begin this stage with fresh eyes, so be sure to take a break after finishing your rough draft. In this stage, you're looking for big picture changes that can improve your piece. You're not looking at spelling or punctuation or word order; you're looking at the relevance and depth and arrangement of ideas.

**b.** Purposes of Writing

Purpose is an important the element of the college essay because it influences your approach. Harmer (2005) said that there are four common purposes in writing.

1) Writing to Inform

In much of the writing, it will intend simply to inform the readers about a subject. To inform means to transmit necessary information about a subject to the reader, and usually this also means telling the readers what the facts are or what happened.

2) Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must make sure that the readers understand it as well. The task in explaining is to clarify a subject for the readers. The important thing to keep in mind is that the relationship among the writers and the readers. It is needed to consider how much the readers already know about the subject and how much still needs explanation.

### 3) Writing to Persuade

Most of people, persuasion is one of the most important things in personal life, their work life, or in their school life. As Brown (2001) stated, the most important writing you ever do in your personal life, your work life, and your school life will probably be persuasion. Complaints to the rent board about your landlord, letters of application for jobs, essays on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

### 4) Writing to Amuse Others

Writing to amuse requires the writer to focus on the readers other than him or herself. The writer may enjoy the experience and take pride in what they accomplish, but he or she cannot settle for amusing alone. Writing to amuse gives an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

## c. **The Elements of Writing**

The elements of writing help the writer arrange a clear and understandable text (Oshima and Hogue 1991).

### 1. Contents and Organization

Every good paragraph has unity that means only one idea is discussed. Coherent means that every paragraph has to hold each other. The movement from one sentence to the following must be logical and smooth.

### 2. Grammar and vocabulary

Grammar is the study of the rules about how words change their form and combine with other words to make sentences. It also has influence to decide

the meaning of the sentence. In addition, while focusing on grammar, the writer should choose and use appropriate vocabularies to make or develop a text in order not to get ambiguity.

### 3. Sentence Structure

According to Oshima and Hogue (1991), there are four kinds of sentence.

They are:

- a) Simple Sentences Simple sentence is consist of at least subject and predicate or noun and verb
- b) Complex Sentence complex sentence has one dependent clause (headed by a subordinating conjunction or a relative pronoun) joined to an independent clause.
- c) Compound Sentence It has two independent clauses joined by: a coordinating conjunction (for, and, nor, but, yet, so), a conjunctive adverb (e.g. however, therefore) and a semicolon alone.

#### **2.2.2 Concept of Narrative Text**

##### **a. Definition of Narrative Text**

Narrative is a type of text that tells about a story to entertain readers. According to Guthrie (2008, p. 9), a story is a series of events that include characters, a setting, a time, a problem, and a solution. It includes a series of incidents that result in a problem and resolution in the last story. Narrative has some different characteristic with other text types. According to Kurune (2013), every writing has genre aspects, which include language features, generic structure, and language feature.



Narrative text is a form of story text which contains a sequence of events. With a generic structure of narrative text which is divided into three parts, namely orientation, complication, and resolution. Narration is telling a story but in written form. Like telling a story with a voice, narrative aims to entertain the reader but must be presented in an organized manner. Telling through narrative text students need to have great knowledge or imagination. Narration allows students to tell stories well. They can express their ideas and emotions by writing narratives.

**b. Generic Structure of Narrative Text**

There is a general structure of narrative text that needs to be known as follows in preparing a narrative text. According to Gerot and Wignell (1994).

1. Orientation

Orientation is the opening paragraph of the text that introduces the characters involved, when it happened, and the background location of the incident (who, when, where).

2. Complications

Complication comes after orientation and consists of a paragraph describing the original problem. This initial problem is the beginning of the storyline which continues to conflict, climax and anticlimax of a story. Complication in a narrative text that contains interactions between actors.

3. Resolution

Resolution is a paragraph that becomes the end of the story, which becomes the completion and becomes the end of a story. The problems that exist in a narrative text must be resolved and closed with a happy ending or tragic and sad ending.

#### 4. Reorientation

Reorientation is the closing sentence that tells the final state of the character in the story and is the moral message in a narrative story.

### 2.2.3 Concept of Think-Talk-Write Strategy

Think Talk Write is a group work for discussion in class. TTW is a teaching strategy that consists of several members in one group (Huda, 2014). Members are responsible for mastery of learning material and can teach other members in the group. Strategy is a learning activity that is mostly carried out by teachers and students or to teach learning objectives effectively and efficiently. A strategy is a precise plan aimed at achieving a goal. Students who think strategically are more motivated than those who don't think and can lead to more effective learning (Nunan, 1992). The reason why it is effective, that teaching strategy includes: what the teacher does, how teaching is arranged, how many students are actively involved in learning, how much responsibility students have for learning and how learning is assessed. From the strategies underlying the learning tasks in which they are involved. There are many kinds of strategies that can be applied in teaching and learning activities, such as Think Pair Share Strategy, Think Talk Write Strategy, etc. TTW activities as a teaching strategy should be considered as an alternative in teaching writing because one of the student's weaknesses is a lack of confidence in learning English as a foreign language. This encourages students to develop their social interactions communicatively. Then it is hoped that after being able to share their problems with others, they will feel relaxed and motivated to take part in teaching and learning activities.

#### **2.2.4 Advantages of TTW Strategy**

According to Siswanto and Ariani (2016, 108) there are advantages to Think Talk Write.

1. Sharpen all critical thinking skills.
2. Develop meaningful solutions in order to understand teaching materials.
3. By giving questions can develop students' critical and creative thinking skills.
4. Interacting and discussing with groups will involve students actively in learning.
5. Familiarize students to think and communicate with friends, teachers and even with themselves.
6. Providing positive dependency learning.
7. The atmosphere becomes relaxed so that friendly relations are established between students and teachers.
8. The existence of skills in establishing interpersonal relationships in the form of social skills in the form of: tolerance, being polite to friends, criticizing other people's ideas correctly, daring to defend thoughts logically, and other skills that are useful for establishing relationships between individuals.

#### **2.2.5 Procedure of TTW Strategy**

The Think Talk Write strategy establishes time for thought and reflection and for organizing ideas and testing them before students are expected to write. When given writing assignments, students are often expected to start writing immediately (Huda, 2014). This strategy appears 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, according Huinker and Laughlin clarifies that the processes of Think-Talk-Write are in three step as follows:

a) 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.

b) Talk

In Talk, students are divided into several groups. After joining the group, they share ideas based on what they thought before. Other students listen and respond to ideas. When finished, students conclude the results of the discussion in groups.

c) Write

After the students get it, in conclusion they return to their respective seats. They proceed to the final step, Write. In Write, students are asked to write in their own words. The ideas and conclusions from the previous step only help them to complete sentences into text.

### **2.2.6 The Steps of Implementing Think Talk Write**

There are steps of implementing the Think Talk Write Strategy, Shoimin (2014: 214) the steps are as follows:

- 1) The teacher distributes LKS that contains questions that must be done by students and instructions for their implementation.

- 2) Students read the problems that exist in the worksheet and make individual small notes about what they know and do not know about the problem.  
  
When students make small notes this will occur in the thinking process of students. After that, students try to solve the problem individually. This activity aims to enable students to differentiate or unify the ideas contained in the reading to be translated into their own language.
- 3) The teacher divides students into small groups (3-5 students).
- 4) Students interact and collaborate with group friends to discuss the contents of the notes from the notes. In this activity they use their own language and words to convey ideas in discussions. Understanding is built through its interactions in discussions. The discussion is expected to produce solutions to the questions given.
- 5) From the results of the discussion, students individually formulate knowledge in the form of answers to questions (containing the basis and linkages of concepts, methods, and solutions) in writing in their own language. In that article students connect the ideas they get through discussion.
- 6) Group representatives present the results of group discussions, while other groups are asked to provide responses.
- 7) The final activity of learning is to make reflections and conclusions on the material being studied. Before that, some or one student was chosen as a group representative to present the answer, while another group was asked to give a response.

### **2.2.7 Teaching Writing of TTW Strategy**

Tribble (1996:130) states there are five aspects which have to fulfill in writing. The five aspects writing are as the criteria of good writing. Here they are : Content ( the agreement with the title chosen), Organization (paragraph unity, coherence, and cohesion), Vocabulary (the precision of using vocabulary), Language use ( tenses and pattern), Mechanics (spelling and punctuation).

There are aspects that can be used by teacher, lecturer, or writer to assess the students' writing. From those five aspects we can evaluate the students' writing ability. To accomplish good writing, the writer also work hard to found right ways to do it. As bad written will be appearing ambiguous meaning in reader mind. So, writing ability is very important for writer especially to get excellent writing.

Based on the statement above, the English teacher should prepare the new strategy to improve students' writing skill especially in narrative text. Thus, the students can be motivated their writing skill by the strategy, and also make them interested and more active in learning process. Think-talk-write strategy is one of the strategies that can help the students to improve their writing skill. This strategy is cooperative strategy that can make students share their ideas in the group, so it can help them to develop their though and they can more active.

### 2.2.8 Hypothesis

This research applied two kinds of hypotheses as follow:

$H_0$  : TTW Strategy gives no effect on students ability in writing text at SMK Tri Sukses.

$H_a$  : TTW Strategy gives significant effect on students ability in writing text at SMK Tri Sukses.