

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. General Concept of Writing**

##### **1. Definition of Writing**

Writing is a system for interpersonal communication using visible sign or graphic symbols written on paper. Posts can accommodate more ideas and impressions, if we know and apply the techniques of writing correctly and appropriately. Why writing more accommodating ideas? Because someone can write down the ideas or thoughts with such thoughts or ideas would be much and are not afraid to lose it.

According to Dorothy and Carlos, writing is an important form of communication in day-to-day life, but it is especially important in high school and college. Writing also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include their writing, and each culture has its own style for organizing academic writing.<sup>1</sup>

The ability of writing is a very complex skill that is starting from imitate the words or phrases that other writers often use to

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<sup>1</sup> Dorothy E Zemach and Carlos Islam, *Paragraph Writing from Sentence to Paragraph*, (Macmillan, 2005), iv.

develop awareness of using the sentence of structure, genre, the process of drafting, editing on writing for readers. According to Zamel (1987), based on Long and Richard (1987), 'Writing is a process through which meaning created. The act of writing generates ideas and is way to explore one's feeling and thoughts'.<sup>2</sup> An important difference, then, between writing and talking is this: In writing, any idea that you advance must be supported with specific reasons or details.<sup>3</sup>

Based on the explanation above, the writer concludes that writing is a form of communication which use of symbols and signs chart. In writing, someone can express thoughts, ideas, and feelings in the form written on the paper to be enjoyed by the readers and through writing someone can convey the information or message to everyone and give them the evidence to support their ideas and thoughts. Besides it, the students can learn to write in any style of organization writing.

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<sup>2</sup>Lilies Setianingsih Dadi, *How To Write A Short Essay In English Academic Writing*, (Bandung: Alfabeta, 2015), p.4

<sup>3</sup> Jhon Langan, *Exploring Writing Second Edition*, (New York: Mc Graw Hill, 2010), 6.

## 2. Writing Process

According to Dorothy and Lisa, the six steps of the writing process. Good writers go through several steps to produce a piece of writing.<sup>4</sup>

### a. Pre writing

- Step one: choose a topic. In this step, the teacher will give a specific topics or the ideas to students' writing or the students can choose the topic theirself.
- Step two: Gather ideas. After the students choose the topic, then think about the topic before writing.
- Step three: Organise. After the students have the ideas and they want to use it in their writing, choose which idea to talk about the first, which to talk about next, and which to talk about the last.

Based on the steps above, there are several technique, one of them is listing. Listing is one of the technique in writing, it will makes easy to write a paragraph . someone can write what they thought.

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<sup>4</sup> Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay*, (Spain: Mcmillan, 2005), 3.

Based on Oshima and Hogue stated that listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.<sup>5</sup>

Based on the steps and technique above, before starting to write everyone need to list the topics and then choosing one of the list of the topic after choosing the topic, getting the idea or information from any source, getting it from a magazine, newspaper, etc. Then organising the ideas and information into a paragraph.

b. Drafting

- Step four: write. Write the paragraph or essay from start to finish. Use notes about ideas and organization.

In this step, after choosing the topic and listing the ideas and the information, organising it to write a paragraph.

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<sup>5</sup> Oshima and Hogue, *Introduction to Academic Writing*, 16.

c. Reviewing and revising

- Step five: review structure and content. Checking paragraph, reading of writing, if any correction in the writing, revising the structure and content of the text.

In writing not all correct. If someone write a paragraph there are correction about structure and content in paragraph.

### **Two-step revising**

The first thing is to find the problems. The second thing is to fix them.<sup>6</sup>

### **Finding problem**

In this case, read paragraph firstly to find the problem in the text. Before revising, there are some that need to be considered include: grant writing within two spaces in order to facilitate the change or add something. Discover the matter appropriately. In addition considering the following questions to help us in revising.

- 1) Do I repeat the writing in this section?

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<sup>6</sup> Kate Grenville, *Writing From Start To Finish*, (Australia: Allen and Unwin, 2001), 137.

- 2) Is there something missing here?
- 3) Does this passage in the wrong order?

### **Fixing problem**

There are some that need to be considered in fixing the problems as follows:

- 1) If repeated something, need to cut.
- 2) If missing something, need to add.
- 3) If parts are in the wrong order, need to move things around.

#### d. Rewriting

- Step six:

**Revise structure and content.** If any correction in the step five, use ideas more to rewrite the text, making improvement to the structure and content. Explain it more clearly, or add more details. it also add the information more in the text to support the ideas or give the evidence to make sure the readers. In this step is called editing.

**Make final corrections.** Checking that have corrected the errors that discovered in steps five and six and make any other changes that want to make. Now the text is finished.

### 3. Purposes of writing

Writing is used every day. Everyone can write everyday from the students, executives, managers to journalists. Writing is putting thoughts on paper. But, every people have a goal or purpose respectively in writing, including: to inform, to entertain, keep relationships, making the document an event, and expresses feelings or experiences.

According Andika and Gartika in the book "How to Write in English Correctly" the difference goal of writing will affect what kind of posts that will be created.<sup>7</sup>

When writing a personal letter words that are used to be more relaxed or non-formal, while writing scientific papers someone use standard language and formal. Similarly, any writings indicate who the readers, a personal letter addressed

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<sup>7</sup> Andika Pratiwi and Gartika rahmasari, *How to write in English Correctly*, (Bekasi: Laskar Aksara, 2011), 3.

to friends and family, while the scientific works is addressed to professors, teachers and institutions.

Writing has two basic objectives: first, to develop language skills in writing to someone can develop and improve their language skills through writing. Second, to develop the skills of writing itself, by continuing to practice writing skills of a person in writing will increase. Therefore, everyone should never be bored to continue to practice, practice, and practice.

#### **4. Assessment of Writing**

Based on the explanation about writing process there are a topic, gather ideas, organize, and structure and content. To assess writing of some paragraph look at the structure and content, vocabulary, and organization of writing.

Based on H. Douglas Brown stated assessing writing has five categories there are: content, organization, vocabulary,



syntax, and mechanics. Which each categories have the different score in range 30 to 5.<sup>8</sup>

The first, content is logical development of ideas. Good writing begins with a good idea. Without an interesting idea, even the most skillful writing will result in a weak piece.<sup>9</sup>

The second, organization is introduction, body, and conclusion. Look at the result of writing from the introduction, good introduction is from general to specific or otherwise from specific to general, body is the information or messages that conveyed, and conclusion is summaries of all.

The third, vocabulary is style and quality of expression, in this case the use of language. the fourth, syntax is grammar. The fifth, mechanics, punctuation, and spelling. We can look at the place of punctuation and the correct spelling.

## **B. Teaching**

### **1. Definition of Teaching**

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<sup>8</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Pearson Education, 2004), 243.

<sup>9</sup> Gary Robert Muschla, *Exploring Writing*, (Mc Graw Hill, 2011), 1.

Teaching requires a science and knowledge. Every teacher or educator who taught in the classroom or outside of the classroom requires the science and knowledge to make sure the students to receive the instruction.

According to H. Douglas Brown, Teaching sets up practice games of language learning: the opportunities for learner to listen, think, take risks, set goal, and process feedback from the “coach” and the recycle through the skills that they are trying to master.<sup>10</sup>

According Roestiyah in the book "Didaktik Metodik" expressed about the old and modern definition of teaching. Teaching is the submission of the culture in the form of knowledge, experience, skills to our students. Meanwhile, the definition of modern teaching in countries that are already developed. Teaching is the guidance of learning.<sup>11</sup>

From the definition above, there are the difference between the old and modern definitions of the teaching. From the old definition of the teaching above mentioned that teaching is handed over or provide knowledge and experience to the learners

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<sup>10</sup> Brown, *Language Assessment Principles*, 5.

<sup>11</sup> Roestiyah. N.k, *Didaktik Metodik*, (Jakarta: Bumi Askara, 1998), 2.

which in this case are active in learning process that teachers, where teachers give an explanation while the students only accept what is given by the teacher, not actively participate in the learning process. Meanwhile, the definition of the modern teaching that is teaching is guidance to the students in the learning process. In this definition indicates that an active role in the learning process, where students give an opinion in the learning process, while teachers could straighten their opinion, guiding, and shows the way to improve a students' ability to learn with the difference of the students' personality.

## **2. The Roles of Teacher**

According to Harmer, teachers have some role in teaching, as follows: <sup>12</sup>

- a. Teacher as controller: standing at the front of the class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning.

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<sup>12</sup> Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007), 25.

- b. Teacher as prompters: encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed.
- c. Teacher as assessors: telling students how well they have done or giving them grade, etc.
- d. Teacher as a resource: when students need to consult us.
- e. Teacher as a tutor: an advisor who responds to what the students is doing and advises them on what to do next.

### **3. Teaching Writing**

There are many approach in teaching writing. The teacher have to choose the appropriate approach in teaching writing in order to make interesting teaching and the students not feel bored in learning. The students enjoy the learning of writing because the teacher taught by using approach and strategy appropriately.

According to Gert R, Hub vd Burgh, Michael C, Hillocks reports on the effectiveness of two alternatives that go beyond the use of a stimulus: “the natural process approach and the

environmental/guided approach".<sup>13</sup> the natural process approach is a teacher might encourage pupils to draft, discuss and receive feedback on information text. Meanwhile, the teacher's role in the environmental/guided approach is inducing and supporting active learning of complex strategies that pupils are not capable of using their own.

Teaching writing has types of classroom writing performance. Consider the following five major categories of classroom writing performance:<sup>14</sup>

a. Imitative, or writing down

In this type the students will imitate the words, sentences and paragraph. While the teacher's role is dictate the words, sentences and paragraph. Based on writer's opinion this type not appropriate to used in teaching writing with Think-Talk-write strategy.

b. Intensive, or controlled

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<sup>13</sup> Gert Rijlaarsdam, Hub van den Burgh, Michael Couzijn, *Effective Learning and Teaching of Writing: A Handbook of Writing in Education Second Edition* (United States: Kluwer Academic Publisher, 2005), 285.

<sup>14</sup> H. Douglas Brown, *Teaching by Principles An interactive Approach to Language Pedagogy Second Edition*, (New York: Addison Wesley Longman, 2001), 343-346.

This intensive writing typically appears in controlled, written grammar exercise, this type of writing does not allow much, if any creativity on the part of the writer. To combine between this type of teaching writing and Think-talk-Write strategy, the students asked to write a text by using the steps of Think-Talk-Write strategy and the teacher corrects their grammar exercise of the text.

c. Self-Writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. Diary or journal writing also falls into this category, in many circumstances a dialogue journal, in which a student records thoughts, feelings, and reaction and which an instructor reads and responds to, while ostensibly written for oneself, has two audience.

d. Display writing

For all language students, short answer exercises, essay examinations, and event research reports will involve an element of display.

e. Real writing

Three subcategories illustrate how reality can be injected:

- 1) Academic. The Language Experience Approach gives groups of students opportunities to convey genuine information to each other.
- 2) Vocational/technical. Quite a variety of real writing can take place in classes of students studying English for advancement in their occupation. Real letters can be written; genuine directions for some operation or assembly might be given; and actual forms can be filled out.
- 3) Personal. In virtually any ESL class, diaries, letters, post cards, notes, personal messages, and other informal writing can take place, especially within the context of an interactive classroom.

## **C. Narrative Text**

### **1. Definition of Narrative Text**

According to Christopher John's book, definition of narrative

A narrative is a story that is created in a constructive format (written, spoken, poetry, prose, image, song, theatre, or dance) that describes a sequence of fictional or non-fictional events. It derives from the latin verb *Narrare* which mean ‘to recount’, and is related to the adjective *gnarus* which meaning ‘knowing’ or skilled. The word ‘story’ may be used as a synonym of “Narrative”, but can also be used to refer to the sequence of events described in a narrative. A narrative can also be told by character within a larger narrative.<sup>15</sup>

In another definition, according to Anderson and Anderson say that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.<sup>16</sup>

Narratives can also be graphed. The story graph visually represents how the plot develops, showing the high and low action points of the story as it progresses over time.<sup>17</sup>

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<sup>15</sup> Siti Solihah, “The Effectiveness of Using Write Pair Square Toward Students’ Writing Skill on Narrative Text” , (S.Pd. Paper, The State Institute Islamic Studies Sultan Maulana Hasanuddin Banten, 2014), 13.

<sup>16</sup> Anna setiyarningsih, “The Use of Three Phases Technique To Improve Students’ Participation and Reading Comprehension in Narrative Text,” [http://journal.unnes.ac.id/artikel\\_sju/pdf/elt/2408/2210](http://journal.unnes.ac.id/artikel_sju/pdf/elt/2408/2210) .



Based on the definition above, the writer conclude that narrative text is telling about something or a sequence of events and the events in the story where the character makes the text more interesting. The purpose of this narrative is to entertain, to inform, to convey an experience of the author to the reader and to develop or enhance the imagination of the reader. In this case the story can enjoyed is not only readers, but listeners can enjoy the story because the text can be written or spoken. In addition, this story can be described from the development of plots to the climax of the story.

## **2. Generic Structure and Language Feature of Narrative Text**

According to Mark and Kathy Anderson's book, narrative text has Generic Structure and language Features of Narrative.<sup>18</sup>

### **a. Generic Structure of Narrative Text**

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<sup>17</sup> Susan Dymoc, "Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness", *The Reading Teacher*, Vol. 61, No. 2, (october, 2007), 163.

<sup>18</sup> Mark Anderson and Kathy Anderson, *Text Type in English*, (Australia:Mac Millan Education, 1997), 8.

- 1) An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action happening.
- 2) A complication that sets off a chain of events that influence what will happen in the story.
- 3) A sequence of events where the characters react to the complication.
- 4) A resolution in which the characters finally sort out the complication.
- 5) A coda that provides a comment or moral based on what has been learned from the story (an optional step)

#### b. Language Features of Narrative Text

The language features usually found in a narrative are:

- 1) Specific characters.
- 2) Time words that connect events to tell when they occur.

- 3) Verbs to show the occasions that occur in the story.
- 4) Descriptive words to portray the characters and settings.

#### **D. Think-Talk-Write**

##### **1. Definition of Think-Talk-Write**

Cooperative learning is a learning model for developing social skills. Cooperative learning emphasizes the importance of social interaction in a group to construct knowledge.<sup>19</sup>

According to Slavin; Kagan cooperative learning is more than “working together”. It has been described as “structuring positive interdependence.”<sup>20</sup> Learning method that emphasizes learning in heterogeneous groups help each other, work together to solve the problem, and unify opinions to obtain optimal success both group and individual.<sup>21</sup>

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<sup>19</sup> Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2015), 48.

<sup>20</sup> Suprijono, *Cooperative Learning*, 49.

<sup>21</sup> Suyatno, *Menjelajah Pembelajaran*, 51.

Based on the explanation above, cooperative learning is learning emphasis learning in the group with social interaction. The learners interact each other in learning process.

As explained by Smith, there are five principles of cooperative learning:<sup>22</sup>

- 1) Positive interdependence. It is established in the group through adoption of different roles that group support to complete a goal.
- 2) The supporting interaction. Peers are hoped to interact, support and help each other.
- 3) Individual and group accountability. The group has responsibility to reach goal. As a result, every members has to give their contribution about the problem they are solving because it is not only group will be assessed but also individual.
- 4) Development of interpersonal and small group skills. Every students is required to learn the material,

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<sup>22</sup> Sari, Saun, and Rosa, *The Effectiveness Of Using The Think-Talk-Write Strategy In Teaching Writing An Analytical Exposition Text*, taken from: <http://ejournal.unp.ac.id/index.php/jelt/article/viewFile/3725/2962>.

interpersonal skill and small group so that they participate well in a term work.

- 5) Group processing. The students have to learn evaluating the productivity of their own group. They have to decide what should be continued or changed from their group. Moreover, they also have to describe what members' action is useful or not for their group.

From the explanation above, cooperative learning more emphasis to the students to be active in learning where students think freely and give their opinions or views to their friends. Think-Talk-Write including in cooperative learning where it strategy emphasis to the students think independently and freely, after that discuss it in the group, then write it.

According to Huinker and Laughlin in Zulkarnaini , “The Think-TalkWrite 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”.<sup>23</sup>

The Strategy of Think-Talk-Write encourages the students to think, talk and then write down a specific topic. This strategy is used to develop writing fluently and practice the language before writing. Think-Talk-Write strategy allows students to influence and manipulate ideas before putting it in writing.<sup>24</sup>

Thus, Think-Talk-Write strategy is a learning strategy which requires cooperation within the group. so that, each student in the group can think of related to the material provided by the teacher, and then talk about it or discuss it or share their thoughts to friends in group, then they write something what they have thought. This strategy help students in thinking or imagination to improve their ideas and thoughts before they put it in writing.

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<sup>23</sup> Ratna Prasasti Suminar and Giska Putri, “The Effectiveness Of Ttw (Think-Talk-Write) Strategy In Teaching Writing Descriptive Text “, *Journal of English Language and Learning*, Vol. 2, No.2, (Mei, 2015), 300.

<sup>24</sup> Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmati*, (Yogyakarta: Pustaka Pelajar, 2014), 218

## 2. Steps of Think-Talk-Write

According Miftahul Huda there are the steps of Think-Talk-Write:<sup>25</sup>

### a. Think

At this stage the students individually to think about possible answers (exit strategy), make notes, about the ideas contained in reading, and things that are not understood by using their own language.

### b. Talk

Students are given the opportunity to discuss the results of the investigation in the first stage. At this stage the students reflect, construct, and test the ideas (negotiation sharing) in group discussions. The time for this step is 35 minutes consists 20 minutes to discuss about the purpose of the text, generic structure and features language of the text, while 15 minutes to discuss about ideas, thoughts, and feelings that want to write in a paragraph.

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<sup>25</sup> Huda, *Model-Model Pengajaran dan Pembelajaran*, 218-219.

In this step the students reflect about their ideas, thought, and feelings start from choosing the topic, finding the ideas, organise it in a paragraph.

c. Write

At this stage, the students write down their ideas and activities were obtained from the first and second stages. This paper consists of teaching concepts used, relation with previous material, solving strategies, and the obtained solution.

### **3. The Advantage of Think-Talk-Write**

There are some advantages of Think-Talk-Write strategy, students explore the problem, stimulate the information that they get, making social relation, and construct their own knowledge in process learning.<sup>26</sup> In this strategy the students can think critically and give their opinion through talking and writing. In addition, the students appreciate the other opinion in group and they have a product of writing.

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<sup>26</sup> Sari, Saun, and Rosa, *The Effectiveness Of Using The Think-Talk-Write Strategy In Teaching Writing An Analytical Exposition Text*, taken from: <http://ejournal.unp.ac.id/index.php/jelt/article/viewFile/3725/2962>



### E. Scoring System of Writing

The criteria for each item above would be scored as follows:<sup>27</sup>

#### a. Content

Level	Criteria
30- 27	<b>Excellent to Very Good</b> Knowledgeable, substantive, thorough development of thesis, relevant to assisted topic.
26- 22	<b>Good to Average</b> Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail
21- 17	<b>Fair to Poor</b> Limited knowledge of subject, little substantive, inadequate development of topic.
16- 13	<b>Very Poor</b> Does not show knowledge of subject, non-substantive,

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<sup>27</sup> Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), 114-116.

	not pertinent, or not enough to evaluate.
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b. Organization

Level	Criteria
20-18	<b>Excellent to Very Good</b> Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
17-14	<b>Good to Average</b> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	<b>Fair to Poor</b> Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
9-7	<b>Very Poor</b> Does not communicate, not organization, or not enough to evaluate.

## c. Vocabulary

Level	Criteria
20-18	<b>Excellent to Very Good</b> Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
17-14	<b>Good to Average</b> Adequate, occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-10	<b>Fair to Poor</b> Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
9-7	<b>Very Poor</b> Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

## d. Language Use

Level	Criteria
25-22	<b>Excellent to Very Good</b> Effective complex constructions, few errors of agreement,

	tense, number, word order/function, articles, pronouns, preposition.
21-18	<p><b>Good to Average</b></p> <p>Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns but meaning seldom obscured.</p>
17-11	<p><b>Fair to Poor</b></p> <p>Major problem in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns proportion and/or fragments, run-ons, deletions, meaning confused or obscured.</p>
10-5	<p><b>Very Poor</b></p> <p>Virtually no mastery of sentence construction rules, does not communicate, or not enough to evaluate.</p>

## e. Mechanics

Level	Criteria
5	<p><b>Excellent to Very Good</b></p> <p>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p>
4	<p><b>Good to Average</b></p> <p>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</p>
3	<p><b>Fair to Poor</b></p> <p>Frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.</p>
2	<p><b>Very Poor</b></p> <p>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing, illegible, or not enough to evaluate.</p>

The highest of total score = 100

The lowest of total score = 34