

CHAPTER II

LITERATURE REVIEW

A. Definition of writing

One of language skill in english is writing. Writing is important to be studied because it is considered as the productive skill with the process of using symbols (alphabet, punctuation, and spaces) to communicate the thoughts to be a good sentences on a paragraph. In simple way, Writing is a sort of communication which is used by writers to express and share their ideas, feelings, and thoughts.¹

However, writing is not only about process of using symbols, yet it is also about using them to show and communicate an ideas of the writer's own to a readers. Based on caroline T. Linse that writing is a combination of process and product. The process refers to the act of gathering ideas and working that is presented in a manner which is polished and comprehensible to a readers.² Moreover, Gordon Taylor also stated that most people define writing is extremely difficult task if they are trying to grapple in their language with new ideas and new ways, so it becomes an agonizing experience for them with deosn't necessary get easier with the passages of the time and accumulation of experience.³

Therefore, writng is complex activity, which it is also how to write corrcely in the term of spelling, diction of vocabulary selection, and grammar, than a pupose

¹ Paramita Diah Sari and M.Sabri, *Using Story Circle to Improve Students' Ability in Writing Narrative Text*, Vol. 2, No.1, (2017), 76

² Caroline T. Linse, *Practice English Language Teaching Young Learners* (New York: McGraw-Hill, 2005), 98.

³ Gardon Taylor, *A Student's Writing Guided*, (New York: Cambridge University Press, 2009), 4.

of the messages will be delivered to a reader. Penny Mckay stated that “Writing is complex activity requiring children to think about a number of factors simultaneously, for example, the formation of letters or character, vocabulary, grammar and punctuation, layout, organization and selection of appropriate content for the intended audience. Writing is also a cognitive activity.”⁴

In short, writing is expression of idea, feeling, and thought which is created by a writer on the written form that is readable and comprehensible.

Seeing the definitions from several sources above, it can be concluded that writing in essence is a knowledge, which is knowing what is in the mind then poured into written form. Knowledge here is not only in the form of words or phrases but can also be in the form of images, a combination of ideas and images, and everything that is on the mind. A person's knowledge will be clearly visible after being poured into oral and written forms. Just as you may not know what you're going to say until you say it, so you may not know what you are going to write until you write it. The statement emphasizes that writing becomes the way of knowledge.

B. Teaching Writing

Brown states that as the member of literate community, people need to learn how to write. In writing learning, the teacher need to give special treatment in order to facilitate the student in learning process. The teacher should give more attention to the student in the process of writing since writing can also be

⁴ Penny Mckey, *Assessing Young Language Learners* (New York: Cambridge University Press, 2006), 245.

considered as a discovering process. The guidance from the teacher is necessary for student on several step in the writing process.⁵

Penny Ur state that the objectives of teaching writing is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language.⁶

Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. Every teaching method, strategy, and technique are a matter of teacher creativity to conduct the class. So teaching writing is how the teacher facilitates, motivate and encourage the students to express their ideas in writing form. Writing have the main purpose to communicate or interact.⁷

Teaching writing to student of english as a foreign language include reinforcement, language development, learning style, and most importantly in a skill on their own. When teaching writing, the teacher guided students to give their idea on their own so that they can write it and develop their language to give reinforcement to student from the other student.

⁵ H. Douglas Brown, *Teaching By Principle: An Approach To Language Pedagogy* (New York: Longman, 2001)

⁶ Penny Ur, *A Course In Language Teaching* (Cambridge: University Press, 1996), 162.

⁷ Nina khayatul virdyna, "Teaching writing skill by using brainwriting strategy" *Okara Journal of Languages and Literature*, Vol. 1, Tahun 1, (Mei, 2006), 71.

Often, even the most fluent writers in their own language need time to generate ideas and to plan what they are going to write.⁸ If teacher going to ask them anything more substantial, he has to give them opportunities to think and express their ideas.

C. Process of writing

Writing is tool to communicate with others which a writer can transform meaning, opinion, feeling, ideas, thought, or others in written form. By writing a writer can convey and send the meaning to the reader. In order to make the reader can understand the meanings the writer should create a good writing by going through some process.

There are three stages of teaching writing:

1. Pre-writing

In this pre-writing stage, the students are getting ready to write and they are planning out what is going to be written. So, the teacher should provide more time for the student to organize the ideas that they are going to write. All writers requires much time in pre writing activity because they have to gather and generate ideas and informatung.

2. Whilst-writing

The activity in this stage is writing. It means that, this stage includes activities that the student are going to do during the time of writing. The activities are such as drafting, revising and editing. The drafting consists of

⁸ Jeremy harmer, *how to teach writing*, (essex: longman: 2017), P. 87

rough drafting and final drafting. The rough drafting focuses on when student get their ideas on paper while the final drafting focuses on when students produce their ideas on paper while the final drafting focuses on when students produce their final copy.

3. Post writing

The stage is significant for measuring the students writing achievement. The students can share and present their writing and also the teacher gives comment and suggestions about the writing. In other words, from this stage the teacher is able to see whether the students are failed or successful in writing.⁹

D. Writing Assessment

Language learners, in order to effectively improve their language ability, they should be able to see how themselves learn the language. It means that evaluation is needed as the mean to see how far and how effective their learning process. This kind of technique of having the evaluation toward the learning process is usually named as assessment.

Based on Longman Dictionary of Language Teaching, assessment can be defined as the systemic approach in collecting information of the learners or the learning process¹⁰. This information is used as the source to see whether the

⁹ Novita sari, "The Effect of The Using Think Talk Write Strategy In Teaching Writing", *JLT*, Vol. 2, No. 2, (March, 2014), 212.

¹⁰ J. C. Richard & R. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic* (London: Pearson Education Limited, 2002), 35.

students have developed or succeeded their learning or not. Besides that, this information can also show whether the learning process is successful or not.

Assessment can be conducted through several sources. Test, questionnaires, interview, observation, are the common sources for the assessment. Through those things, information can be gained as to control and to evaluate the learning process.

Brown defines assessment by revealing the difference between the test and the assessment. Although to test and to assess are usually misunderstood as the same term, they are technically different. Test is used to measure a person's knowledge, ability, or performance in a given domain. Meanwhile, assessment is an ongoing process which encompasses a wider domain¹¹. Hence, test is subset of assessment. Assessment allows the teachers or the learners to evaluate the learning process. This evaluation requires the information as the data and assessment provides the information. Hence, assessment helps the teachers and the learners to improve their learning process so that the learners can develop their language ability.

E. The Kind of Writing

According to many expert there are many kind of writing text. Moreover, based on Priharini that there are ten kinds of writing text there are; *News Item* is giving the information to the readers of any events or events of the day that are deemed important or newsworthy. *Recount text written* that reporting events or activities that occurred in the past time to preach or entertain. *Explanation text* is

¹¹ H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (Sun Francisco: Longman, 2004), 4.

used to explain the processes involved in the formation or workings of natural or sociocultural phenomena. Hence, *Exposition writing* is giving information but it divided to two types; *Analytical Exposition* and *Hortatory Exposition*. The written text is to persuade the readers or listeners that something is the case and also to tell that something should or should not be. *Review* is to critique an art work or event for a public audience. *Discussion* is to present (at least) two point of view about an issue. *Report* is to describe the way things are, with reference to a range of natural, and social phenomena in our environment. *Narrative* is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic event which lead to a crisis or turning point of some kind, which in turn finds a resolution. *Descriptive or Description* is to describe a particular person, place or thing. *Procedure* is to describe how something is accomplished through a sequence of action or steps¹².

In this research, the writer chooses a narrative writing to be discussed in order to provide how to write and explain anything around.

F. Creative Writing

Writing possesses no dimension that is everything is possible to be done and no constraint means that is free to express anything of real or imagery one. We could make a new space of world inside writing.¹³

¹² A.W.D. Priharini, Marta Yuliani, Yuniarti Dwi A, *Detik-detik Ujian Nasional Bahasa Inggris* (Intan Pariwara, 2012), 38-55.

¹³ David Morley, *the Cambridge Introduction to Creative Writing* (New York: Cambridge University Press,2007), 1.

Creative writing is about having the power to create an imaginative and original literary production or composing it.¹⁴

Creative writing's tale begins in Athens, with Aristotle (384–322 bc). It originates before that because Aristotle's *Poetics* is an account of creative practices accepted and used for years, and is no more than a fragment of the knowledge he gathered for study.¹⁵

Aristotle tells about the process in composing poetic dramas, the outcome that suit with the aim, and the aim could be realized by the writing form. However, Aristotle's work moving forward and creative writing teaching inherits the aim to some extent. For example, Carol Bly's *Beyond the Writers' Workshop* (2001) went as far as to include an 'Ethics Code' for creative writing teachers and students.

Reflecting his society, Aristotle is concerned with the effects of human conduct. The playwright Ben Jonson commented on this in *Timber or Beliefs* as 'how we ought to judge rightly of others, and what we ought to imitate specially in ourselves'. The practice of creative writing is as personal as he says. Aristotle uses the theatre as a means to an end: the players are the people, and the play house the world in which they live and die. He is anxious to show that the effect of tragedy upon spectators is good for them. It teaches civic and human conduct. Aristotle wants to move people to strong emotion through rhetorical and dramatic strategies.

¹⁴ Adele Ramet, *Creative Writing, How to Unlock Your Imagination, Develop Your Writing Skills* (England: How to Books Ltd, 2007), xi.

¹⁵ David Morley, *the Cambridge Introduction to Creative Writing* (New York: Cambridge University Press, 2007), 16.

He shows his students the techniques for manipulating an audience—the *human body* as a reader of the drama of itself.

The modern version of the discipline of creative writing has began in 1940 with the foundation of Iowa Writer’s Workshop which George Baker’s ‘47 Workshop’ as the precursors’ time to gather and discuss about it from 1906 to 1925. It can be seen as a reinvention of two great grainy wheels: Ancient dramatic teaching and Renaissance rhetorical exercises in composition.

Creative writing is about imaginative tasks, such as poetry, stories and plays. Here, it is a journey of self discovery and journey of self discovery promotes effective learning.¹⁶ When teachers set up imaginative writing tasks, the students will engage to enjoy the learning process. While the students try to make a simple narrative, they are tapping into their own experiences. This provides motivation to find the right words to express their experiences.¹⁷

Creative writing is about writing with a style. Such an identity, style in writing make it more than comprehensible one. Style is way of the researcher to persuade and invite the readers get in his writing. The writing that has identity will be easy to knowing the owner and differentiate it from the other writing. Each writing has a signature that unique and original, symbolize the researcher self.

Wanting to create something new, but having barely a glimmer of what that something might be. Not all readers will see this connection between making things

¹⁶ Gaffield-vile, N, “Creative Writing In The ELT Classroom”, *Modern English Teacher Journal* Vol. 7, No. 03, (1998), 31-36.

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching* (Pearson Longman), 260.

in wood and making things in words – two different ‘genres of creativity’. Not all writers will identify with the sort of narrow obsession depicted in the story. In this reading the story is a thriller, but also a ‘story about craft’, and part of my intention was to show the thrilling, dangerous and illicit side of making things. You might well have noticed other generic elements, especially when the boy reveals what happened to his sister. Here the narrative turns away from being a thriller and into a very different kind of writing.¹⁸

In narration phase, it depends on a simple following of the sequence of time. In description, it depends on the arrangement of details. In exposition, it depends on the arrangement of ideas. Continuity between the last sentence of a paragraph and the first sentence next paragraph, have to be related and continued to make the reader easy to understand it. Continuity within each sentence in a paragraph is important in making a story.

Creative writing is about how to produce a new creation in the form of words which can bring outside the idea in our mind to the new form. Almost of the students have brilliant idea in their mind to explore; unfortunately there is incompatible way of them in expressing it.

Fiction is an example of creative writing. Most of people love fiction or story about imagination here, especially the students. This is a good chance to

¹⁸ Bill Greenwell and Linda Anderson, edited by Derek Neale, *A Creative Writing Handbook, Developing Dramatic Technique, Individual Style and Voice* (London: A and C Black Publishers Limited, 2009), 5.

motivate the students in improving their writing by giving them treatment to create their imagination into a written text.

G. Think Talk Write

1. Definition of *Think Talk Write*

Think Talk Writes a group work for discussion in the classroom. Based on the expert *Think Talk Writes* 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.¹⁹

The TTW pursuit model introduced by Huinker and Laughl basically has the stages of think, talk, and write. TTW model is a learning model that starts with think, the outcome of thinking is communicated by discussion, presentation, and then write the presentation results independently. The activity of think, talk, and write is a Narrative learning activity that provides opportunities for students to participate actively in learning. Through the activities, students can develop language skills appropriately, especially conveying ideas in solving Narrative problems. Therefore, learning with TTW model is expected to encourage students to think and engage directly in the learning process.²⁰

¹⁹ Zulkarnaeni. 2011. *Model Kooperatif Tipe Think Talk Write (TTW) Untuk Meningkatkan Kemampuan Menulis Karangan Deskripsi dan BerpikirKritis*. PDF Article. Edisi Khusus No.2, Agustus [Accessed 10/02/2017]

²⁰ Himmatul Afthina, "The Comparison of Think Talk Write and Think Pair Share Model with Realistic Mathematics Education Approach Viewed from Mathematical-Logical Intelligence", *International Journal of Science and Applied Science: Conference Series*, Vol. 2, No. 1, (2017), 183.

2. 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.

3. Design Teaching Learning Process by Using *Think Talk Write*

A Behaviorist Psychology, Skinner in John Smith have argued that a young child presented with a stimulus, like the desire for food or a favorite toy, might be provoked to say a word which she had noticed was in some way associated with the desired object.²¹

The students needed a stimulus to give a response to their friend's idea. It was the teacher's work to make a conducive and interesting situation that made the students can bring out their sparkling mind to the form of words.

According to Alan Clawford (2005:11) there are some crucial things that need to be noticed by the teacher about stimulate the students' response. First is rationale, means an outline of the goals of the method and how it helps students learn. Second is group size means the number of students most suitable to involve in this method. Third is resources means what materials are needed, if any. The next is time required. Fifth is activity means every step of the method, described in detail. Sixth is assessment means during and after the lesson, if appropriate or desired. Then is reflections means discussion of the method that will give the

²¹ John Smith, *Talk, Thinking and Philosophy in the Classroom* (England: Learning Matter Ltd, 2010), 17.

reader a better idea of how or why to use it. The last is tips, suggestions on how to conduct the method successfully, or addressing it to specific groups with different needs.



