Chapter II
Think-Talk-Write (TTW) Method

This chapter elaborates theoretical foundation regarding this research, "The Implementation of Think-Talk-Write (TTW) Method in Improving Students Writing Ability". As mentioned before, this research is aimed to improve their writing ability through Think-Talk-Write (TTW) method.

2.1 Think-Talk-Write (TTW) Method

Think-Talk-Write (TTW) is a strategy introduced by Huinker and Laughlin (in Miftahul Huda; 2014:218), these strategies basically built through thinking, speaking, and writing. The flow advances Think-Talk-Write strategy starting from involvement of students in thinking or dialogue after the reading process. Then talk and share the ideas with friends before writing. It will be more affective by group with 4-6 students. The students are requested making notes, explaining, listening and sharing ideas with friends and express them through writing. A learning strategy that is suitable to develop the ability is a Think-Talk-Write (TTW).

According to Huinker and Laughlin in Zulkarnaini (2011), "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 started to write. The student's flow of communication progresses engaging in thought or reflective dialogue with themselves, to talk and share ideas with one another, and to write". "Think" activity can be seen from read some clues containing picture and make small note what have been thinking. In making or writing a note after reading a clue, then the students have been thinking. Besides, learning a routine to write a

note after reading can stimulates the activity of thinking before, during, and after reading notes. It can enhances students' knowledge even enhances thinking and writing skills.

One benefit of this process is to make the record will be an integral part in the learning setting. After the stage of "think" is completed, then followed by a phase of "talk" that communicate using language and words they understand. Talk is important because students use their own language to present his idea to build a theory together. Sharing strategy allows students ability to talk. Process communication is done through the students' lives. As individuals who interact with the environment and easy to socialize. In scientific communication process can be constructed and utilized before writing class. The next phase of the "write" is writing the discussion or dialogue. Activity means constructing the idea of writing, because after a discussion or dialogue between friends, and later expressed through writing.

2.2 Writing

2.2.1 Definition of Writing

Writing is one of the skills that taught in junior high school. Writing (as one of the four skills such as listening, speaking, reading, and writing) has always formed part of the syllabus in teaching English (Harmer, 2014:31). The students need to practice more and more because the more students write, the better they make written composition. Hughes in Weigle (2002) mentioned that the best way to test people's writing ability is to get them to write. Moreover, students

always hesitate to start writing in English because the lack of vocabularies and they afraid of making mistakes in a foreign language class.

2.2.2 Kind of Writing

According to the Department of Education and Communities 2011, there are some of text types (different types of writing):

a. Factual Text

Factual texts inform, instruct or persuade by giving facts and information.

Table 2.1
Factual Text

Factual Text Type	Purpose	Feature	Example
Factual Description	describes a place or thing using facts	begins with an introductory statement systematically describes different aspects of the subject may end with a concluding statement	Landscape Descriptions
Factual Recount	retells events which have already happened in time order	begins with an background information who, when, where describes the series of events in time order	Historical report

		may end with a personal comment	
Information Report	classifies, describes and gives factual information about people, animals, things or phenomena	begins with a general classification or definition lists a sequence of related information about the topic ends with a concluding comment	facts about whales
Procedure	Gives instructions on how to make or do something	begins with a statement of goal (could be the title) lists materials needed in order of use gives a series of steps (instructions) in order each instruction begins with a verb in the present tense	Recipes instructions manual
Procedural Recount	tells how something was made or done in time	begins with a statement of what was made or done	Retelling a science experiment and its results

	order and with accuracy	tells what was made in order written in the past tense documentaries	

b. Literary Text

Table 2.2
Literary Text

Literary Text Type	Purpose	Feature	Example
Literary Description	Describes people, characters, places, events and things in an imaginative way	describes characteristic features of the subject, eg physical appearance, behavior often forms part of other pieces of writing	description of a character or setting within a story
Literary Recount	retells events from novels, plays, films and personal experiences to entertain others	begins with background information, eg character, time, place describes the events in time order may end with a personal comment about	A recount of a traditional story, eg Si Kabayan A humorous and creatively interpreted recount

		the characters or events	of an ordinary incident that actually took place.
Personal Response	gives a personal opinion on a novel, play or fi lm, referring to parts within the passage	describes how you feel about a novel, fi lm, book or play lists what did and did not appeal to you may comment on some of the features of the writing	What did you like about that artwork and why? Describe why you do or do not like this story/poem.
Review	summaries, analyses and assesses the appeal of a novel, play or fi lm, to a broader audience	describes how features (eg characters, plot, language features, humor etc) may or may not appeal	commentary on a film, play, book etc.
Narrative	tells a story using a series of events.	the scene is set in a time and place and characters are introduced usually has a problem that is addressed	picture books, cartoons, mystery, fantasy, adventure, science fiction, historical fiction,

		may contain a message for the reader	fairy tales, myths, legends, fables, plays

2.2.3 The Process of Writing

Harmer (2010:12) explained that the writing process is a way of looking at what people do when they compose a written text. Then, writing process may lead to the good outcome of written text. There are five steps of writing approach based on Sundem (2007:43) that will described as follows:

Step 1: Prewriting

In this step, the students are expected to generate the ideas by listening, brainstorming, outlining, silent thinking, and conversation.

Step 2: Drafting

In drafting, the students try to make mind-map or capture the ideas on a paper. They have to write as much as they can because the quantity is more necessary rather than the quality.

Step 3: Revising

In this step, the students can revise and reshape their draft by adding parts, taking parts away, and vice versa.

Step 4: Peer Revising

In this step, the peer revision allow the parents to involve more closely with the students in order to know how the students' education is.

Step 5: Editing

Editing is a stage where the students corrects their grammar, spelling, and punctuation. The students can check their errors with the teacher or their friends.

Step 6: Publishing and Sharing

The students share or publish their writing product to the audience where writing becomes real at this stage.

2.2.4 Micro Skills of Writing

According to Brown (2010), there are some micro skills of writing as follows:

a. Producing graphemes and orthographic patterns.

b. Producing writing at an efficient rate to suit the purpose.

c. Using appropriate words order patterns.

d. Using grammatical features.

e. Using cohesive devices in written discourse.

f. Connecting the events and communication such as main idea and new information.

g. Correctly conveying specific references.

2.3 Types of Classroom Writing Performances

According to Brown (2010:343), there are five categories of classroom performances.

a. Writing Down (Imitative)

In this category, the students will write down English letters, words, or even sentences. They are trying to master the mechanics of writing based on English spelling system.

b. Controlled (Intensive)

In intensive writing, the students would not allowed much creativity but more focuses in grammar exercises such as they have to change a structure or tenses given.

c. Self-Writing

Self-writing or free writing usually performed to build creativity and writing habit such as note taking, keeping diary and journal writing.

d. Display Writing

Display writing usually use for academic purposes because it is obligates the students to make essays and even research reports.

e. Real Writing

This category made for the people who usually need information or massages. The students need to go through all the processes above, then the students are able to master the writing skills.

2.4 Journal Writing

As mentioned in classroom writing performances types, keeping journal is one way to practice and master writing. "Notebooks of writers keep a record of ideas, options, and descriptions of daily life that can help the writers to develop their creativity" (Spaventa, 2000:168). In order to make the students become good at writing is by keeping journal or notebooks. It will make the students easier to start writing and remember of what they write before.

Journal can encourage the students to write because it is more enjoyable and interesting, the students will not concern about errors. They may write about everything they want. The journal writing helps the students to develops fluency of expressions and communicate their ideas. Harmer (2010:126) mentioned that journal gives opportunities for freedom expressions. Therefore, journal can make them familiar with writing.

2.5 Writing Assessment

Assessment is regarded as a process of collecting, synthesizing and interpreting information in order to make decisions on students' performance. According to Hyland (2003:211) assessment is used to collect information on a learner's language ability or achievement. In the class, assessment can be conducted to diagnose the students' problems, to judge the academic performance, to provide feedback to students and to plan instruction. That assessment also provides data that can be used to measure students' progress, identify problems, suggest instructional

solutions, and evaluate course effectiveness. This reflection enables the learners to take more control of their learning and to be responsible.

Brown (2010:4) states that assessment is an ongoing process that encompasses a much wider domain. The wider domain here such as; the students' responds to a question, offers a comment or the student's performance. Moreover, one of the techniques to assess students' test is using analytic score by Cohen. He adds that analytic score assessing five components of the texts: Content, organization, vocabularies, grammar, and mechanics.

Table 2.5.1: Assessing Writing Rubric

Aspect of Writing	Range	Score	Criterion
Content	5	Excellent	Main Ideas stated Clearly and accurately, change opinion very clear.
	4	Good	Main Ideas stated fairly clearly and accurately, change opinion relatively clear.
	3	Average	Main Ideas somewhat unclear or inaccurate, change opinion statement somewhat weak.
	2	Poor	Main Ideas not clear or accurate, change opinion statement weak.
	1	Very Poor	Main Ideas not at all clear or accurate, change opinion statement very weak.
Organization	5	Excellent	Well-organized and perfectly coherent.
	4	Good	Fairly well-organized and generally coherent.
	3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing.
	2	Poor	Ideas disconnected, lacks logical sequencing.

	1	Very Poor	No organization, incoherent.
Vocabularies	5	Excellent	Very effective choice of words and use of idioms and words forms.
	4	Good	Effective choice of words and use of idioms and words forms.
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms.
	2	Poor	Limited range, confused use of words, idioms, and word forms.
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms.
Grammar	5	Excellent	No errors. Full control of complex structure.
	4	Good	Almost no errors, good control of structure.
	3	Average	Some errors, fail control of structure.
	2	Poor	Many errors, poor control of structure.
	1	Very Poor	Dominated by errors, no control of structure.
Mechanics	5	Excellent	Mastery of spelling and punctuation.
	4	Good	Few errors in spelling and punctuation.
	3	Average	Fair number of spelling and punctuation errors.
	2	Poor	Frequent errors in spelling and punctuation.
	1	Very Poor	No control over spelling and punctuation.

The following sample rubric can be found in Hyland (2003:228). It can be concluded that a piece of writing can be seen good or bad by its quality of good writing. Therefore, content, organization, vocabulary, grammar, and mechanic are five important aspects to measure writing quality.