CHAPTER 2

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. The Concept of Writing

Writing is a very important language skill studied because it can provide life skills for anyone who might need it. According to Aziz et al., (2022) explained that writing is the last form of language skill mastered by students after listening, speaking and reading. From these skills, students can express thoughts, ideas and feelings through written language. According to Agnes et al., (2021) writing involves expressing ideas, conveying opinions, and presenting arguments related to information and communication through written language. Additionally, Bakeer (2018) also stated that writing is the ability to organize letters, words, and sentences using a particular language to communicate a message or information in a way that readers can easily understand.

Since writing is meant to convey meaning or a message, it is essential to ensure that the writing is clear so that readers can easily understand it. This requires intricate thinking to combine multiple elements of writing. In line with this, writing is the hardest and most complicated of the four main language skills, it requires a lot of thinking and it is very challenging (Aziz et al., 2022; Nathan & Mertens, 2010). It is because writing is a complicated task that requires multiple thinking processes, including coming up with ideas, planning, outlining, organizing, composing, and refining (Flower & Hayes, 1981). Additionally, EFL learners need to convey their ideas in another language while paying attention to grammar and making sure their writing is clear and well-structured for readers to understand (Arochman et al., 2024).

In summary, writing is a way to express feelings, ideas, and thoughts through text. It is a crucial productive skill in human life and is often seen as the most challenging skill for English language learners to master.

2.1.2. The Component of Writing

Writers need to take into account certain aspects of writing, as these factors play a significant role in determining the quality of our written output. Therefore,

it is vital to have a thorough understanding of these writing aspects. According to Jacobson et al., (2003) there are five components of writing, which are as follows:

1) Content

The content is all about what you are writing and how you explain, discuss, evaluate, and conclude it. It needs to be clear, specific, and on-topic. Good content means it has a lot of information, goes deep into the main idea, and it is connected to the problem at hand.

2) Organization

It is about how students structure their thoughts, checking if each paragraph is well-organized. The text should flow smoothly, clearly present ideas, have a logical sequence, and stick together coherently.

3) Vocabulary

Mastery of vocabulary indicates the writer's ability to choose effective idioms, select words and registers appropriate to the purpose of their writing, and command words that provide information.

4) Language Use

Language use involves using language effectively, including complex constructions, ensuring agreement, correct tense and number, proper word order, and appropriate use of articles, pronouns, and prepositions.

5) Mechanics

In writing, mechanics cover spelling, punctuation, and capitalization. Correct spelling is crucial as it gives words their intended meaning. Misspelling can lead to confusion and alter the intended meaning, affecting the overall message of the writing.

From the statement above, the researcher concludes that effective writing skills depend on five key components: clear and detailed content, well-organized structure, appropriate use of vocabulary, correct language rules, and accurate mechanics. Success in writing comes from skillfully combining these elements to produce text that is coherent, informative, and easy to understand.

2.1.3. The Process of Writing

Writing involves a step-by-step process that requires attention to various important factors. As mentioned by Harmer (2004) and Sorenson (2009) the writing process consists of four main elements: planning, drafting, editing, and creating the final version. The explanation as follows:

1) Planning

Before beginning to write, writers attempt to organize their thoughts and determine their intended message. This implies that prior to initiating the writing process, writers should have a clear understanding of what they want to convey. Additionally, it is essential for the writer to have a plan outlining the ideas and the purpose behind their writing.

2) Drafting

The drafting process is the initial step in writing. During the drafting stage, writers express their ideas freely without being too concerned about grammar errors or sentence structure. The goal is to capture the main ideas and give an initial shape to the writing. Through the drafting process, writers can more easily transfer their ideas from their minds to paper before making further improvements.

3) Editing (reflecting and revising)

Editing is the stage where the writer reviews their manuscript to correct and refine specific elements. In the editing process, writers consider grammar, sentence structure, clarity of ideas, and the alignment of writing style with communication goals. Editing may also involve changes at the level of ideas or arguments to enhance persuasiveness or informativeness. It is a crucial step in achieving good quality in a piece of writing. Reflecting and revising can be assisted by additional readers (or an editor) who take a moment to provide suggestions. The feedback from another reader regarding a written piece aids the writer in making suitable revisions.

4) Final Version

Once the writer goes through and edits their draft, it might end up being different from the initial plan and the first draft because they make changes they believe are needed. Nevertheless, in the final version, the writer is prepared to share the written text with the intended audience.

2.1.4. The Principles of Teaching Writing

Teaching writing has principles that serve as the main foundation in the learning process. These principles serve as guidelines for teachers to guide students in developing their writing skills. With a strong understanding of these principles, teachers can create a learning environment that motivates, inspires, and supports students in exploring their writing potential. The principles of teaching writing help teachers design learning strategies that meet the needs of students and build their interest and motivation to develop in writing.

The principles of effective teaching writing can be summarized as follows:

1) Prewriting Activities

Engaging students in prewriting activities, such as brainstorming ideas together, drawing pictures, and gathering information, has a positive effect on students. These activities include brainstorming, selecting a writing focus, modeling how to note ideas, and detailing the key parts of the text. This helps students start the writing process in a clear and structured manner (Graham et al., 2012).

2) Peer Assistance

Collaboration among students during drafting, revising, and editing is highly beneficial. Peer review strategies enhance students' awareness and consideration of the writing process, as well as strengthen revisions and final drafts. Working together in writing tasks has a significant positive effect (Chung et al., 2021; Wilcox et al., 2016).

3) Setting Specific Goals

Providing clear and specific goals helps students stay motivated and achieve success in writing. These goals should be achievable and support

students in making small but measurable progress in the writing process. This strategy benefits writers of all skill levels (Graham et al., 2012).

4) Assessment and Feedback

Feedback from teachers and peers is crucial in the writing process. Content feedback is more beneficial than feedback solely on grammar and punctuation. Peer feedback also provides cognitive and social benefits, aligning with Vygotsky's sociocultural theory, which emphasizes the role of social interaction in learning (Ghosh, 1998; Liu et al., 2001; Vygotsky, 1978).

According to Nunan (2003) stated that there are four principles in teaching writing:

1) Understand the students' reasons for writing

It is important to understand the reasons for students' writing to achieve effective teaching. Alignment between the goals of the teacher, students, and educational institution is crucial to avoid dissatisfaction in writing instruction. Clear communication of teaching objectives to students helps ensure alignment and better understanding of the learning process by students.

2) Provide many opportunities for students to write

Providing students with lots of opportunities to write is an effective strategy in improving their writing skills. Consistent practice is needed to develop writing skills, and it is important for teachers to evaluate how much time is allocated to writing activities in learning. Although students may feel overwhelmed by the amount of writing required, it is important for them to understand that writing, like any other physical activity, requires regular practice. Integrating regular writing practice into the curriculum can help students become more comfortable and skilled at writing. In addition, writing practice should also be diverse and include various types of writing, such as responses to readings, journal entries, letter writing, summaries, and poetry, so that students have a comprehensive experience in writing.

3) Make feedback helpful and meaningful

Students expect feedback on their writing, but it is important for teachers to ensure that the feedback has the desired impact. This can be achieved by ensuring students understand the meaning or symbols used in the comments, as well as by paying attention to the tone of the comments used. In addition, it is also important to avoid providing comments that are too short or unclear, which could be considered unhelpful to students.

Feedback does not always have to be written in the margins, but can be delivered through various forms such as individual conferences, recorded responses, or typed response summaries. Finally, it is important to remember that feedback does not only mean "correcting" students' writing, but also aims to foster students' ability to improve their own writing.

4) Clarify for yourself, and for your students, how their writing will be evaluated.

Teachers need to have a clear understanding of how students' writing will be evaluated and it is important to explain this to students. Students often feel that assessment of their writing is subjective, therefore teachers must develop assessment grids that cover important aspects of writing, such as creativity, grammatical accuracy, and compliance with formatting. Clear and structured assessment rubrics can help students understand assessment criteria better, while teachers can provide more meaningful and targeted feedback. Thus, the use of appropriate assessment grids can increase the effectiveness of the evaluation process in learning to write.

2.1.5. Think Talk Write Learning Model For Writing Skills

2.1.5.1. Definition of the Think Talk Write

The TTW learning model was introduced by Huinker and Laughlin. According to Ansari and Martinis (2012), Think Talk Write (TTW) is a learning method that involves 3 to 5 students. In these groups, students are asked to read and share ideas with their classmates, then express these ideas in writing. Additionally, Huda (2013) explained that TTW is a strategy that facilitates fluent

practice of both spoken and written language. This strategy is based on the interpretation that learning is a social action. The model encourages students to think, talk, and then write about a topic. Suminar and Putri (2018) added that the TTW strategy gives students the opportunity to gather ideas, discuss, and develop ideas in small groups, then write down their opinions after receiving feedback from each other. Thus, the TTW technique can be used to develop students' writing fluency and practice language before writing it (Aprilia et al., 2022). The teacher's role in the TTW learning model is only as a facilitator and motivator in learning (Budi & Aditia, 2022). Therefore, this learning model makes students more active and plays a more dominant role than the teacher.

From the statements above, it can be concluded that TTW is a student-centered learning model with the teacher as a facilitator, involving 3 to 5 people as a group. Students are given the opportunity to think about or study a topic, then discuss their findings, and finally write down the ideas they have gathered.

2.1.5.2. Procedure of Think Talk Write Learning Model

The following are the procedures of the TTW learning model proposed by Huinker and Laughlin (1996) as follows:

1) The TTW technique's flow begins with students thinking aloud or engaging in reflective dialogue with themselves. At this point, each student should consider potential solutions (solving strategies) and make brief notes about the concepts presented in the readings and concepts that are not understood in accordance with their own language.

2) Conversing with one another and exchanging ideas. At this level, students ponder, organize, and test (negotiate, share) ideas in group discussions. If there are three to five kids in the group, it is more productive to conduct this activity in this way. Progress communication students will examine the dialogue in talks, including how it discloses their own reflection to others or how it allows them to exchange ideas with others.

3) Finally, in writing, students record the concepts they learned from the first and second phases of the activity.

According to Shoimin (2014) stated the steps for Think Talk Write as follows:

1) Think is a mental activity carried out to make decisions, for example formulating understanding, synthesizing and drawing conclusions after going through the process of considering

2) Talk. At the talk stage, students work with their groups. The importance of talk in learning is that it can build mutual understanding and knowledge through interactions and conversations between individuals in the group.

3) Write means writing down the results of the discussion on the student worksheets provided.

According to Huda (2013) the steps for Think Talk Write are as follows:

1) Stage l (Think)

Students read the text. At this stage students individually think about possible answers, make small notes about ideas contained in the reading, and things that are not understood in their own language.

2) Stage 2 (Talk)

Students are given the opportunity to discuss the results of their investigations. At this stage students reflect, organize and test (share) ideas in group discussion activities.

3) Stage 3 (Write)

Students write down the ideas they get from the first and second stage activities. This article consists of a conceptual basis that is related to previous material, strategies and solutions obtained.

Based on the opinions of the experts previously mentioned, the writer formulates the steps carried out in the Think Talk Write learning model as follows:

1) **Preliminary activities**

a) Students respond to greetings from the teacher.

b) Students pray together led by the class leader.

c) Student representatives report the absence of their friends.

    d) Students answer questions about the material they have studied which is related to what will be studied in apperception.

    e) Students pay attention to the learning objectives or competencies to be achieved.

    f) Students pay attention to the learning steps and assessments.

2) Core activities

    g) Students form groups consisting of 4-5 people.

    h) Students listen to the material on the power point slides regarding detailed information related to the announcement text.

    i) Students select a topic that will be used for the announcement text (Think).

    j) Students discuss creating an outline (structure) for the announcement text and design sub-topics that will be included in the text structure (Talk).

    k) Students discuss developing the sub-topics within the structure into detailed descriptions (Talk).

    l) Students write the announcement text (Write).

    m) Students from each group present the work they have written, while other groups comment on it (Think, Talk).

    n) Each group revises their announcement text based on the feedback and suggestions from other groups (Write).

3) End activities

    o) Students and teachers conclude the learning results.

    p) Students and teachers carry out reflection.

    q) Students carry out the final test.

    r) Teachers and students end the learning process.

In implementing the TTW model, each learning step is designed to align with the scientific approach implemented in the 2013 Curriculum. By integrating the process of observing, asking, experimenting, analyzing, and communicating, the TTW model not only facilitates understanding of lesson content but also supports the development of students' scientific skills as a whole. In the initial activity, students observe the learning objectives and materials, which are the initial stages in the scientific approach. During the core activity, the Think stage

encourages students to think critically and formulate ideas or questions about the material being studied. This stage reflects the asking stage in the scientific approach, while the Talk stage facilitates discussion and analysis of ideas. At this stage, students discuss the structure and sub-topics of the announcement text, this is in line with the analyzing stage in the scientific approach. They discuss and put forward ideas, argue, and conduct critical analysis of the concepts that have been formulated.

The Write stage allows students to apply their ideas in the form of writing an announcement text. During this stage, they experiment with different ways of presenting and revise the text based on feedback, this is in line with the experimenting and communicating stages in the scientific approach. Students test and modify their ideas, and submit their work to get constructive feedback. Finally, in the reflection and evaluation activity, students and teachers analyze the learning outcomes. This stage reflects analyzing and communicating in the scientific approach, where students describe their learning process and convey their findings and understandings.

2.1.5.3. The Advantages of The Think Talk Write Learning Model

The TTW learning model offers numerous advantages that enhance students' learning experiences. According to Shoimin (2018), the TTW model promotes the development of meaningful solutions to understand teaching materials, encourages critical and creative thinking through open-ended questions, and actively involves students through group interactions and discussions. This engagement helps students become accustomed to thinking and communicating with peers, teachers, and themselves. Supporting this, Widayanti and Lingga (2023) highlights that TTW allows students to interact and collaborate while discussing their findings or notes with group members, which directly involves them in the learning process and increases their motivation. Additionally, Huinker and Laughlin (1996) emphasize that TTW facilitates students sharing their research or notes with their peers, further involving them in learning and fostering motivation. This model centers on students, offering both teachers and students the opportunity to act as guides in the educational environment.

In summary, the TTW model, as outlined by these experts, significantly contributes to developing students' critical thinking skills, promotes effective communication and discussion, and ensures a student-centered learning approach that enables teachers to guide the learning process effectively.

2.1.5.4. The Disadvantages of The Think Talk Write Learning Model

Shoimin (2018) stated there are some disadvantages of the Think Talk Write learning mode as follows:

1) When students work in groups, students easily lose ability and confidence, because they are dominated by capable students.

2) Teachers must really prepare all media carefully so that they do not experience difficulties in implementing the Think Talk Write strategy.

Meanwhile, according to Widayanti and Lingga (2023) the weaknesses of the Think Talk Write model are as follows:

1) This learning model is less successful in large classes, for example some time is lost because the teacher helps students find solutions to problems or discover theories related to student worksheets.

2) Not all group members are active in this learning model.

In summary, they have pointed out some drawbacks of the TTW learning model. When students work in groups, there is a risk of losing confidence, especially if some students dominate. Teachers also need thorough preparation of materials to avoid difficulties in implementing the strategy. Apart from that, the TTW model will delay time if the teacher teaches in a class that is too large.

2.1.6. Learning Theory Supporting the TTW Model

The learning theory underlying the TTW model is Piaget's constructivist learning theory (1977, as cited in Ansari, 2003), with its main ideas as follows:

1) Knowledge is not given in a final form but is constructed by students themselves through interaction with their environment, via the processes of assimilation and accommodation. Assimilation is the absorption of new information into the mind. Accommodation is the reorganization (modification) of cognitive structures due to new information so that the information has a place.

2) For knowledge to be acquired, students must adapt to their environment. Adaptation is a balance between assimilation and accommodation. If through assimilation a person cannot adapt to their environment, an imbalance (disequilibrium) occurs.

3) Intellectual growth is a continuous process of disequilibrium and equilibrium. However, if equilibrium is not restored, the individual reaches a higher intellectual level than before.

According to this view, constructivist theory pertains to how children acquire knowledge through interacting with their environment. The intellectual pattern for interacting with the environment is through assimilation. If a student does not have sufficient knowledge to respond to a situation from their environment, they must change their intellectual approach, thereby accommodating their environment. When students can integrate their existing knowledge or experiences knowledge arising from their environment. When students can integrate their existing knowledge or experiences with the knowledge arising from their environment (a balance between assimilation and adaptation), it can be said that they have adapted.

Another constructivist learning theory is proposed by Vygotsky. He argued that children's intellectual development is influenced by social factors. The social environment and natural learning affect children's development by increasing the complexity and systematization of their cognitive processes.

According to (Driver & Bell, 1986, as cited in Ansari, 2003) identify the characteristics of constructivist learning as follows: (1) students are not seen as passive entities but as having purpose, (2) learning considers the optimal involvement of students, (3) knowledge does not come from outside but is constructed personally, (4) learning is not the transmission of knowledge but involves the knowledge of classroom situations, (5) the curriculum is not just to be studied but is a set of learning, materials, and resources.

From the above perspectives, it can be said that constructivist theory emphasizes that knowledge cannot be simply transferred from the teacher's mind to the student's mind. This means that students themselves must be mentally

active in constructing knowledge structures based on the development of their thinking stages. Thus, according to constructivism, learning involves the active engagement of children in building their knowledge through various means such as reading, thinking, listening, discussing, observing, experimenting with the environment, and reporting.

Therefore, the characteristics of constructivist-based learning align with the TTW learning model because it explicitly integrates various stages that encourage active student engagement in the learning process. Thus, the teacher's role in this model as a learning stimulus greatly helps students construct their knowledge.

2.1.7. Announcement Text

2.1.7.1. Definition of Announcement Text

According to Cameron and Myers (2013) explained, announcement text is included in the short functional text category. Short functional text is informational text designed to convey information quickly with the aim of helping readers easily understand certain topics or areas in everyday life. Therefore, short functional texts can be characterized as texts that contain brief information that helps readers understand various aspects of daily life (Fauziati et al., 2014)

According to Brutu and Kam (2019) an announcement is a message shared with the public or media to give information. Its main goal is to let people know what the information is about, when it's happening, and where it applies. Furthermore, Syafitry and Kardena (2021) defined announcement text as a type of writing that informs about an upcoming event. Announcements can be communicated through two methods, directly (spoken) or indirectly (written). According to Daulay et al., (2021) mentioned announcement is a letter conveyed to the public with the aim of communicating or conveying an idea or thought to others so that they can understand the information being conveyed. A good announcement should be able to answer fundamental questions such as what, when, where, and who, often including why and how (Syafitry & Kardena, 2021).

From the statements above, the writer can conclude that the announcement text is a text designed to convey detailed information regarding upcoming events and notification of a problem which aims to be understood by

readers by being able to answer the basic questions such as what, when, where, who, why, and how whether it is conveyed orally or in writing.

2.1.6.2. The Generic Structure of Announcement Text

The function and purpose of an announcement text are to provide information to specific individuals about what has occurred or what will happen. There are several general structures of announcements in English texts. As stated by Pateda and Pulubuhu (2005) the structure of the announcement text usually has three parts: (1) head (includes the name of the organization or title of the event), (2) body or content (contains the name, details of what is being announced, date and time , location, etc.), and (3) closing (including additional information).

This means that in creating announcement text, the writer must pay attention to these three elements which involve the head (opening), body (content of the text), and closing.

2.1.6.3. The Language Features of Announcement Text

According to Prasetyarini (2013) the language features of announcement text are:

1) Using simple present tense
2) Using simple future tense

To create an announcement text, the writer must also involve the use of language features such as simple present and simple future tenses to convey information effectively.

2.2. Study of the Relevant Research

The study of relevant research has shed light on the impact of the TTW technique on various aspects of students' academic skills. One of the studies conducted by Ekawijaya et.al, (2023) was carried out at MAN 2 Lebong, employed a quantitative approach with a quasi-experimental method. The study involved 40 eleventh-grade students, with 20 in the experimental class (class IPA) and 20 in the control class (class IPS 1). The results indicated a significant enhancement in students' writing skills when the TTW technique was employed, demonstrating a notable difference between students taught using the TTW technique and those who were not.

Another study delved into teaching writing recount text to eighth-grade students using the TTW technique through digital storytelling. This research was conducted by Baidhowi and Pamungkas (2020) employing descriptive qualitative methods, the research utilized observation sheets, questionnaires, and documents to gather data from twenty male and female pupils. The findings suggested that the think-talk-write method effectively contributes to improving students' text-writing skills.

Further research was conducted by Qomariyah and Nafisah (2020) which focused on vocabulary mastery. This research was conducted on first graders at Junior High School 5 Praya during the academic year 2019–2020. This research, employing an experimental design with pretest and posttests, provided evidence supporting the idea that TTW significantly influences students' vocabulary mastery. These collective findings underscore the positive impact of the TTW technique across different academic domains, emphasizing its potential to enhance students' language and writing skills.

As explained above, there are many studies that have explained the use of the TTW learning model in vocabulary mastery, and writing skills. However, in this study the writer wanted to know whether the use of the TTW learning model has a significant influence on students' writing skills in announcement texts.

2.3. Research Hypothesis

To answer the research question, the following hypothesis is proposed:

1. Ha: There is a significant influence of using the Think Talk Write model on students' writing skills.

2. Ho: There is no significant influence of using the Think Talk Write model on students' writing skills.