

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is also expected to give important background information for the discussion of related literature. The researcher is going to describe some theories. The discussion consists of: (1) Definition of writing (2) Kinds of Writing (3) Teaching writing (4) Factor influencing writing (5) Collaborative writing (6) EGRA in teaching writing.

#### **2.1 Definition of Writing**

Writing is the way to communicate with another people by written words to express their ideas or some opinions. Brown (2001:335) said that writing should not be easy as the graphic presentation of spoken language. Then, writing also represents writers' ideas into a good text because in writing the writer should make the reader more understand the information from the text and what the writer write. It means that writing is difficult way to share and argue something in our mind.

Writing is how the writers give information and message to make the readers understand what the writers opinions in that writing (Brown, 2001:46). Writing is the way to communicate between the writer and the reader in the text. The information or message can be codes, pictures words and also sentences. Writing is the way to communicate and give some informations to the reader without meeting the writer directly.

Meanwhile, according to Byrne (1988:1), “Writing is graphic symbols which have to be arranged to form words, and then words have to be arranged into sentences. Then the sentences are arranged until become a text.” It means the writer must consider the way of combining and arranging sentences. The sentence which is arranged must connect with other sentences so that formed a text coherently. Therefore, the written text still must be revised in order that become good writing. Based on Cortes (2011:1), “Writing is an act of self-expression.” However, as Gebhard (1996:221) states that writing focus on readers and purpose, as well as a process of creating and recreating writing until the writers discover it. From those definitions, the researcher concludes that writing is indirect communication which is removed ideas, feeling, and experience into written form.

### **2.1.1 The Process of Writing**

Teachers have interaction with their students to make the students more enthusiasm in teaching learning process especially in teaching writing. Teachers also be a facilitator in improving and discovering of students’ writing process not only in writing but also all of the subject. According to Graves in Johnson (2008:179) the process of writing has five elements:

#### **a. Prewriting**

Prewriting involves generating ideas, understanding the ideas of others and collecting information. As Gebhard (1996:227) states that prewriting is the ways to get started writing such as brainstorming, clustering, strategic questioning,

sketching, free writing, exploring the sense, interviewing, and information gathering.

One popular way is brainstorming. Here, the teacher or the students can decide the topic. Then, they can write the ideas. Similar to brainstorming is clustering or words mapping, in which the students use a key word on the paper or board. Then, they write other words that are related to main word. The third activity is strategic questioning in which the teacher give question to guide his or her student's writing. For example: "What do you want to write about?" From here, the students will consider the topic that they choose. It is different with sketching; this activity offers students to write a part of sketches that represent ideas. For example: the plot of a short story.

Next activity that can be used is free writing. It gives chance to the students to put ideas into writing. Then, they must write for 5 or 8 minutes. If the time is up, they must stop writing and read aloud their writing in front of the class. After that, they can continue their writing again.

Exploring the sense is unique activity because the teacher asks his or her student to daydreaming. It guides them to see, hear, smell, touch, and feel something that they dreams. Then, they will describe it into writing form. Another activity is interviewing. The students interview their friend on a certain topic and write down on the paper. The last is information gathering, it offers students to collect information about certain topic. Then, they can write it as essay.

**b. Drafting**

After the writers decide planning, they have to write their ideas into the draft. From the draft, the writer will be able to write systematically and coherently.

**c. Revising**

Revising is the change that is given by the writersto rewrite if there are some errors in their writing. This stage involves adding, rearranging, removing, and replacing. The writers must think twice or more in this stage because they mustsearch the appropriate information with the topic and the paragraph connect with the other paragraphs.

**d. Editing**

This stage is correcting if there are some errors in the grammar, spelling, and punctuation. It needs to be done after revising.

**e. Publishing**

The final step of the writing process is publishing. The writers can share their writing to the readers. It can be shared through magazine, newspaper, blogs, or read aloud in front of class. The positive feedback and motivation responses on the result of writing will encourage the writers to do the best.

**2.1.2 Types of Writing**

Before writing, the writers must decide what type of writing that they choose is. As Morin (2011:1) states that there are four types of writing :

## **1. Narrative**

Narrative is the type of writing that tells a story. It usually used for the young learner in learning writing. The story can be used fictional story such as short stories and novels.

## **2. Descriptive**

Description is used to describe picture of place, people, or event. It focuses on one subject and uses specific detail to describe. For example, if the writers want to write about their favorite place, they not only tell the name of the place, but also describe the condition in that place and their experience. This type reproduces smell, taste, feel, or sound and moods such as happiness, loneliness, or fear.

## **3. Expository**

Exposition is used for giving information, explanation, and interpreting meaning. The kind of information can be in formed of instruction and direction, making explanation can be in formed of definition and clarification. While, interpreting means it can be in formed of analysis and evaluation.

## **4. Persuasive**

Persuasive is used for expressing opinion or ideas. It uses the theory or the fact that happens in certain place to support that opinion. It is quite difficult for young learners because they must influence the reader's point of view.

### **2.1.3 Criteria of Good Writing**

Oshima and Hogue (1991:18) state that a good writing has important element. They are as follows:

#### **1. Unity**

An important element of a good writing is unity. It discusses only one main idea in one paragraph. The position of main idea in one paragraph. The position of main idea may be at beginning, in the middle or the end of the paragraph.

#### **2. Coherence**

According to Oshima and Hogue (1991:18), another element of good writing is coherence. The Latin verb cohere means hold together. It means that the paragraph is easy to read and understand because supporting sentences are in some kind of logical order and ideas are connected by the use of appropriate transition signals.

### **2.2 Kinds of Writing**

Writing has three kinds, they are writing sentences, writing a paragraph, and writing an essay:

#### **1. Writing a Sentences**

As we know, a sentence can be called sentence if it has subject and verb and it also has a meaning. Sentence is generally defined as a group of words that begin with capital letter and end by full stop, exclanatory mark, understandable, have a meaning and real.

## **2. Writing a paragraph**

Oshima and Hogue (2007:38) paragraph is a group of related statements that a writer develops about a subject. There are three parts of a paragraph:

### **a. Topic Sentence**

Topic sentence states the main idea of the paragraph. It is not only the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph.

### **b. Supporting sentences**

Supporting sentences develop the topic sentence. Explain the topic sentence by giving reasons, examples, facts, statistics, and quotations.

### **c. Concluding sentence**

Concluding sentence signals the end of the paragraph and leaves the reader with the important points to remember.

## **3. Writing an Essay**

According to Oshima and Hogue (2007:148) an essay has three main parts :

- a. An introductory paragraph
- b. A body paragraph
- c. A concluding paragraph

## **2.3 Teaching Writing**

English is an international language that is used by many people for communication. One of the communication forms is writing. So, writing is an important part of language teaching. Based on Harmer (1998:79) there are 4

reasons for teaching writing to students of English as a foreign language. First is reinforcement, it means that students often learn English through writing because it eases them to memorize new vocabulary after they studied it. Second is language development, it means that students can develop their language through written text. It also helps them to learn English continually till they have become accustomed to do it. Third is learning style, it means students can improve another skill even they feel difficult to write. The last is writing as skill, it means writing is a basic language skill. Student need to know how to write letter, advertisement, diary, invitation, and etc.

From the explanation about the importance of teaching writing above, English teacher should concern with the process of writing and approach in teaching writing. This approach focused on the final result, the coherent and the error-free text that is produced by the students. While, the activity of writing approaches are imitating, copying, and transforming models provided by the teachers or textbooks, (Nunan, 1999:272). In addition, based on Nunan (2005:92-94) the teacher also should know the principles of teaching writing as follow:

- a. The teacher must understand the student's desire. For example: the topic must be appropriated with background of the students.
- b. The teacher must give many chances for the students to write.
- c. The teacher must give feedback in correcting and revising in order that the student is more understanding in next writing.
- d. The teacher must give explanation about the elements of writing in order that the students will be careful in writing.



## **2.4 The Importance of Writing**

Writing skills can be better grade and great academic achievement.

Hariston (1986) gives some reasons about writing that may be important:

1. Writing is a tool discovery.
2. Writing is generating news ideas.
3. Writing helps us to organize our ideas and clarify concept.
4. Writing helps us to absorb and process information.
5. Writing is enables us to solve the problem.
6. Writing makes us active learners rather than passive receiver of information.

From the reason of writing above, the writer found out that writing is considered as one way to express ideas, feeling, information and hopes.

## **2.5 Factors Influencing Writing**

According to Heaton (1988:135) writing skills are complex and sometimes difficult to teach. Besides, it requires mastery not only grammatical and rhetorical but also conceptual dan judgment. Here, there are 5 factors that influence writing skill. Those are:

### **a. Organization**

It is a factor to know the students writing ability in logics, well, fluency, and cohesive.

b. Content

It is a factor to know the student's writing ability that depends on whether the information is relevant with the topic or not, the text is understandable or not and the students can confirm their written through supporting details or not.

c. Vocabulary

It is a factor to know the student's writing ability in using the word form, diction, logic expression of ideas and the relationship between the words.

d. Language use

It is a factor to know the student's writing ability in using grammar and appropriate sentences.

e. Mechanics

It is a factor to know the students writing ability using spelling, punctuation, capitalization, and paragraphing.

## **2.6 Collaborative Writing**

According to Gough (2005:31) collaborative writing means there are two or more students can join to contribute their writing in the draft and completing information. While based on Spring (1997:1) "Collaborative writing is activity involved in the production of a document by more than one author, then pre-draft discussions and arguments as well as post-draft analyses and debates are collaborative components." So, grouping is always conducted in collaborative writing.

Grouping in collaborative writing makes the students are motivated to be brave in participating through the discussion and give responds to the idea. Furthermore, collaborative writing has many advantageous. First, the students can work together to write information. Second, the process of sharing and discussing in group can develop. Third, it can build the self confidence of the students when they present their writing.

## **2.7 EGRA in Teaching Writing**

One of collaborative writing activity is EGRA. According to Brown (1994:51) says that method is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. In learning and teaching process, teacher must master some certain methods. A variety of methods will at least partially ensure that a maximum of students will be “reach”, Brown (1994:21). The method also determine when there are the process of transferring knowledge is effective and efficient or not. The method, which will be used, must be suitable with the material will be taught in order to get good result.

EGRA stands for E which is experience, G is generalization, R is reinforcement, and A is application. The following is the brief explanation each stage of EGRA method.

### **a. Experience**

Experience is a learning stage where students are subconsciously expose to the meaningful use of particular structure item. It is also effective for presenting previously taught structures, which have some functions.

This learning experience makes the students more active from the beginning of the teaching process where they will come into a great discovery. Wernon (1980) states that activity involving direct experience is highly inquiry oriented. The student here is an active participant rather than the passive observer of the teacher. The experience in this research refers to guiding the students to learn every element of writing for example content organization and the structure used in writing and so on.

**b. Generalization**

In this stage the students are led through tasks to discover form, meaning and function of a structure they have been exposed to. The rationale for the generalization is the learner better remember conclusion about the form and functions they make for themselves. Harmer (1991:113) says that the best way to ensure learning was for the students to work out the rule himself.

The generalization is the central of EGRA method where students are expected to make a discovery of language structure. Rivers (1968:77) says that generalization become more comprehensive as the students advanced in knowledge of language and is able to recognize characteristics feature of the language structure.

**c. Reinforcement**

Reinforcement is a learning stage where students are provided with correct and conscious knowledge of the form, and functions of the structure item that they have been exposed to. The objective of this stage is to help learners to check or

revise their generalization that students should have corrected and consciousness of the form and function of a certain structure item.

In this step, the teacher explains again what the students have discovered so that they get reinforcement. Alexander (1980:XXI) says that the aim behind all explanation should be to reinforce theoretically what the students has already practice.

**d. Application**

Application is learning stage where students are given opportunities to use or apply the structure item that they have learned in communication either receptively or productively.

Based on explanation of EGRA above, the researcher thinks that every step of EGRA which stands for Experience, Generalization, Reinforcement, Application will lead the students to be better at writing skill.

EGRA is very motivating, challenging and great fun for students. While for teachers, it can case them to introduce or revise new vocabulary and grammar to the students. It is also memorable and familiar context which will enrich student's idea.

In this activity, students can work interactively because they work together in group. Moreover, the students also can support to express themselves as individual. The greatest advantages of EGRA is interesting. From this activity, we can know the student's development in learning writing.

### **2.7.1 The Procedure of Teaching Writing Using EGRA Method**

There is procedure in implementation EGRA. EGRA is shortened from of the term Experience, Generalization, Reinforcement, and Application. EGRA method as the method is effective to teach writing. Based on Josephine (2008:1) there are procedures as follows:

#### **Experience**

1. Displaying the picture in front of the class.
2. The students are divided into some groups. Each group consists of 6-7 students.
3. The teacher asks the students some guided questions to build knowledge of the field.

#### **Generalization**

1. The teacher asks the students to write a sentence
2. The teacher asks the other students to write a continue sentence
3. After finishing the exercise, the teacher asks each group to submitted the paper.
4. Do the steps above for the next group.

#### **Reinforcement**

1. The teacher offers the example, the students will analyze
2. The teacher did discussion and evaluation

#### **Application**

1. The teacher may ask the students to make a text by individually.
2. The teacher reviews and concludes the lesson together with the students.

3. The teacher gives homework to the students about the text.
4. The teacher asks the students to submit the homework in the next session.

### **2.7.2 The Advantages of Using EGRA Method in Teaching Writing**

#### **Advantages :**

According to Helena (2000:14) there are some advantages of using EGRA method in teaching writing. First, EGRA method in teaching can be useful to the language teacher. Second, EGRA will lead the students to be better at writing skills. Third, EGRA helps the teacher make the students active by giving challenging question to get the use and form of the teaching writing. Fourth, EGRA method makes students learn by themselves before the teacher explain the use and the form of the structure.

### **2.7.3 The Disadvantages of Using EGRA Method in Teaching Writing**

#### **Disadvantages :**

According to Syahara (2012) there are some disadvantages of using EGRA method in teaching writing. First, EGRA method requires much time allotment in generalization stage. Second, the students get bored in meeting with structures many times.

## **2.8 Previous Study**

Previous studies have been conducted by some researchers related to the use of EGRA method. The first previous study was conducted by Heri Irfan

(2010) with the title “ Teaching Recount Text to Improve the Writing Ability of the Second Year Students of Mts Ma’had Ponpes DDI Pangkajene through EGRA Technique”. The aim of her research was applying EGRA method to teach writing especially in recount text. The research design of her study was experimental. The finding of her study showed that applies EGRA method for teaching writing recount text are to improve the writing skill of the students.

The second previous study was conducted by Diana Prama Setyowati (2012) the title “ The Effectiveness of Using EGRA in Teaching Grammar Toward Students Grammar Achievement of The 2nd Grade in Mts Jayatul Ulum Demangan Kras Kediri. The aim of her study was to know the effectiveness of EGRA in teaching and learning english grammar on the second grade in Mts Jayatul Ulum Demangan Kras Kediri. The research design that is used in this research is the experimental research designs by pre-experimental. The method that is used in collecting the data is pre-test and post-test that are given to experimental group.



