

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents some theories related to the study. They are teaching and learning, the teaching writing, the principle of writing, part of an essay, EGRA technique, descriptive text, and EGRA on the process writing of descriptive text.

A. Teaching and Learning

1. Definition of teaching and learning

Both of two words teaching and learning are two different processes. Teaching is used for conveying information. While learning is used for requiring some kind of engagement of the student in the process of receiving the information. Even though both of them are different but they are closely related each other to increase each of the intelligent of human life.

a. Teaching

Teaching is showing or helping someone, to learn how to do something, giving instruction, guiding in the study of something providing with knowledge, causing to know or understand.¹

b. Learning

Learning is “acquiring” or getting of knowledge of subject or skill by study, experience, or instruction. A more specialized definition might

¹ Brown, H. Douglas, *Principle of language learning and teaching*. (United State of America: Prentice Hall, 1987) P.6

read follows. "Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice". (Kimble and Garnezy 1963:133).

c. The relation of teaching learning

Both of teaching and learning cannot be separated. Because of them interrelated and interdependence. Learning cannot work well without teaching. And teaching will be useless without learning. Nathan Gage (1964:269) noted that "to satisfy the practical demands of education, theories of learning must be stood on their head' so as to yield theories of teaching." Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.²

So from the note above can be concluded that learning is as foundations, or a process to condition of teaching through carefully paced program of reinforcement and to teach accordingly.

B. The Teaching of Writing

Teaching is giving guidance and facilitation to the learners, so they can learn well. Teacher should be able to settle the conditions for learning. Teacher should determine the philosophy of education, teaching style, reaching approach, methods, and classroom technique to understand how the learner learns.³ For students who have trouble with some or all of the above aspect of English hard writing, teacher can follow a two-stage approach:

² Ibid,6.

³ H. Douglas Brown. *Principles of Language Learning and Teaching*, fourth edition (New York: Addition Wesley Longman, Inc,2000),P.7-8

1. Recognition

If student are to form English letters correctly, they have to recognize them first. For example, they can be asked to recognize specific letters within a sequence of letters. Subsequently, they can focus on recognizing specific string of letters. The teacher can draw letters or words in the air which students have to identify. Students can 'write' a word on a fellow student's back (or hand) which that student has to identify.

2. Production

Getting students to produce letters involves them in learning which direction the writing strokes go, and where to position the letters on lines.⁴ To teach students to make good writing, there two steps that we can follow. The first step is recognition; it means that if students want to make good writing, they must recognize the letter well. For example, they can be asked to recognize specific letters within a sequence of letters. The second step is production; it means that students should be able to produce letters.

C. The Principles of Writing

Writing as process of expressing ideas or thoughts in words should be done at our leisure. How can we do something that we do not enjoy. Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

There are three basic principles, namely, content, register, and topic, which need to be considered in a piece of academic writing.⁵ Referring to

⁴ Jeremy Harmer. *How to Teach Writing*. (England, longman,2004), P.45

content, it should be made clear, specific, and relevant. However, register should be formal, to the point, and concise. Topic, on the other hand, should be free from offences, and should avoid sensitive issues in most cases.

1. Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the core or the body of piece of writing. Therefore, it is significant that it should be clear, specific, and relevant.

a. Clear

The writer must have a clear concept of what to convey to the reader. The reader expects a clear picture of what the writer intends to tell them. Clarity is one of the requirements of academic writing. As a result, ambiguities and misinterpretations should be avoided.

b. Specific

Furthermore, the content should be specific enough for the topic to be focused. In this way, overgeneralization can be avoided. If a piece of writing is too general, it becomes vague. As a consequence, the reader cannot really grasp the meaning or message that the writer means to convey.

⁵ Leo Susanto, dkk. *Essay Writing* (Andi Yogyakarta, 2007) P.1

c. Relevant

A piece of writing, moreover, should be relevant to the topic. Relevant ideas can guarantee that there will be no confusion in understanding the message. Therefore, the readers can feel more confident that they will understand what they read.

D. Parts of an Essay Writing

An effective piece of writing rests on strong foundation: logical thinking. Any paper that writes must be completely thought out and planned. The goal of planning is to produce an essay with a thesis idea that is fully and logically supported by three body paragraphs. They are introductory paragraph, body paragraph, and concluding paragraph.⁶

1. Introductory paragraph

The introductory paragraph of an essay should start with several sentences that attract the reader's interest. It should then advance the central idea, or thesis, that will be developed in the essay. The thesis often includes a plan of development – a preview of the major points that will support the thesis. These supporting points should be listed in the order in which they will appear in the essay. In some cases, the plan of development is presented in a sentence separate from the thesis; in other cases, it is omitted.

⁶ John Langan. *College Writing Skills with Readings* (New York, America. McGraw-Hill:2008)P.100

2. Body: supporting paragraph

Most essays have three supporting points, developed at length over three separate paragraphs. Each of the supporting paragraphs should begin with a topic sentence that states the point to be detailed in that paragraph. Just as a thesis provides a focus for an entire essay, a topic sentence provides a focus for a supporting paragraph.

3. Concluding paragraph

The concluding paragraph often summarizes the essay by briefly restating the thesis and, times, the main supporting points. In addition, the writer often presents a concluding thought about the subject of the paper.

E. EGRA Technique

Techniques are the ways and means adopted by a teacher to direct the learners' activities toward an objective. Techniques are the tool of the teacher. Techniques are the means for reaching an objective and can be part of expository or inquiry approaches.⁷ EGRA stands for E means establish, G means giving, R means reading, A means arrange.

In the above technique illustrated, EGRA technique would be a suitable tool for any SMA teacher who wants to improve the writing of their students. On the phase of "E" means establish a positive atmosphere for writing. It best practice, is very general and, understandably, teachers face constraints in arranging their classroom. It is important in teaching writing for teacher to create a positive environment for writing. To help student develop

⁷ Gerlach S. Vernon, Ely P. *Teaching and Media a Systematic Approach* (Prentice Hall :1971)P.

as writers, teacher must take steps to establish and maintain a positive atmosphere, a sense of community. Firstly routines and expectation, teacher use a writing work ship model and help students understand what is expected. Teachers organize so that students are not confused and can cooperate well with each other. Secondly, writing teacher are practicing writers. By sharing their writing, when is in draft form- teacher model respect for themselves, for their students, and for the act of writing itself. They communicate that they are part of the writing community in the classroom and that they fell safe sharing this part of themselves.

“G” means giving. This organizing for writing is giving reading a role in the writing classroom. Teacher will determine how reading will play an important role in helping students develop as writers. Typically the reading materials are used as models of writing or examples of genre.

“R” is reading. Reading about a variety of genre are important practices. Teacher can help students develop as writers by encouraging students to apply the techniques and characteristics of materials they read. Teacher can construct mini-lessons drawing on reading materials, and they can ask students to identify in the reading material important features they can apply in their own writing. Examples of genre, as a means of stimulating student’s interest and thinking about an issue or topic, and as resources to help students complete a writing task.

The last phase is “A” means arrange. Arrange for meaningful to the student writing. Young writers can express themselves about topics that are

important to them. These can include their families, special events, in the community, and many more. In the classroom writing assignment, it is vitally important to encourage students to write freely, in their own words, and to try to cover all their thoughts on a topic. Learners' writing can be published on the walls of the classroom. Revision is more important for the students who have begun to write more naturally to express themselves.

F. Descriptive Text

Descriptive is verbal picture of person, place or object. To make readers see or hear, taste, smell, or feel. Thus, a descriptive essay is the one that describes a person, place, or object. In descriptive essay, a writer uses word to build images for the reader.⁸ Good descriptive writing makes the reader feel as if he or she is present in the scene. Description reproduces evoke moods, such as happiness, loneliness, or fear.⁹ It is used to create a visual image of people, place, even of units of time – days, times of day, or season. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character personality.

The characteristics based on a descriptive text are presented as follows:

1. As a feature, a descriptive text has a variety of purpose, such as:
 - a) To attract a reader's attention.
 - b) To create a reader of the thing.

⁸ Ary Setya Budhi Ningrum *writing3* (Stain Kediri: 2010)P.2

⁹ George E. Wishon and Julia M. Burks *Let's Write English revised edition*(New York: by Litton Education publishing, Inc. 1980)P.379

- c) To create a atmosphere in the text.
2. While language function, a descriptive text
- a) Aims to show rather than to tell the reader what something or someone is like.
 - b) Relies precisely chosen vocabularies.
 - c) Is focused and concentrates only on the aspects that add something to the main purpose of the description.
 - d) Is to develop experience that the reader focuses on key details, powerful verbs and precise nouns.

A descriptive text also consists of generic structure in range, such as: general statement, explanation, and closing. Descriptive text, as show above has many language skills of English particularly in writing skills. Due to these characteristics, descriptive texts are very important to be used in the context of English teaching and learning process.

G. EGRA on the Process Writing of Descriptive Text

1. Structure Feature

Typically, a descriptive text has opening paragraph introducing the subject of the description, followed by a series of paragraph (in form of text) or information (in form of paragraph). Each of them describes one feature of the subject. There can also be a final concluding section that signals the end of the description.

2. Grammatical Feature

Descriptive texts usually include:

- Verb in the present tense
- Adjective to describe the feature of the subject
- Topic sentence to begin the paragraph and organize the various aspects of the description.¹⁰

3. Scaffold on writing text using EGRA could be applied through the steps.

On the “E” steps is to maintain a positive atmosphere, the teacher divides a class into groups of 4 or 5. And then, the teacher share basic information in the class (descriptive text). On “G” step, each group has got reading material (descriptive text) to read and analyze. On “R” step the students with its group analyze the parts of descriptive text given based on the scaffold of descriptive text that is includes:

a) Opening:

- The statement introduces the subject to the audience.
- It can give the audience brief details about when, where, who, or what of the subject.
- The paragraph usually begins with a topic sentence.
- The topic sentence previews the details that will be continued.

b) A series of information

(Body of paragraph):

- The Information should describe one feature of the subject.
- The paragraph build the describe theory of the subject.

¹⁰ Mgmpbig.wordpress.com/2012/05/08/process-writing-on-descriptive-text/

c) A concluding statement

(Closing) :

- The concluding signals the end of the text.

The last is “A” step; the learner is given a certain topic to be described on their own written text. To help the learners finishing or completing their writing, lead them to write step by step. Based on the scaffold of descriptive text and ask them to make a list of adjectives to describe the features of the subject. While the learners completing their writing task, the teacher could go around the class to check and lead the learners to accomplish their work.