

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a review of the related literature used in this study. It discusses about writing, characteristic of writing, teaching writing, process of writing, aspect of writing, and the EGRA technique.

A. Writing

Writing is a productive skill that must be mastered by students. Definition of writing according to Brown (2004), Writing is a process to create some ideas of students' knowledge to be a written. Faisal (2013: 240) state that writing is a series of physical and mental actions; writing is a physical action that aims to express ideas and thoughts. Mental action refers to the cognitive process of generating thoughts and contemplating the most appropriate manner to articulate them within a coherent paragraph, facilitating comprehension for the reader.

According to Caroline (2005:98), writing is combination of process and product. The process refers to the act of gathering ideas and working them until they are presented in a manner that is published and comprehensible to readers. In addition, Scott (1990: 69) as cited in (Virdyna, 2016) defines writing is an interesting activity that can provide students with some benefits. Although there are some difficulties in writing, it is still a useful, essential, integral, and enjoyable part of the foreign language lesson. Thus, from the definition it can be said that writing is a

productive skill requiring physical and mental actions to express ideas and thoughts.

1. The Characteristics of Writing

Characteristics of good writing are required. According to Langan (1986: 12) cited by Maghfuroh (2016: 20), there are four characteristics of writing. They are coherence, unity, and sentence skills.

The following are clear explanations:

a. Unity

The essay's details are all on point. According to Bram, the words "unity" and "oneness" are synonymous. The topic sentence should be the focus of all sentences in the paragraph.

b. Topic

In writing, a writer must know what topic to write about. So it is necessary to determine the topic in writing.

c. Coherence

Coherence is essential in making a paragraph read well. Every coherent paragraph contains ideas that are well-connected. Each sentence flows naturally. It means that the sentences should be organized logically and follow a specific development plan.

d. Sentence skills

If you can locate and briefly explain the twenty-sentence skill errors made in the first essay, make use of the available space.

According to Smith in Reid (1993:246) the criteria a good writing is as follow:

a. Content

The paper focuses on a specific topic. Each reader understands the purpose of the paper, and the argument is well supported.

b. Organization

Organization is easy to follow. The clear transition from one idea to the next in each paragraph. The introduction gets the reader's attention. All the details develop the purpose of the paper. The conclusion of the paper summarizes the main points and reemphasizes the paper's purpose.

c. Style

The style in writing is characterized by sentences that reflect a variety of syntactic structures and vocabulary that concern the reader.

From the opinions above, the researcher concludes that the characteristics of good writing must consist of the topic, sequence of writing, and style of writing.

2. Teaching Writing

Teaching writing is a process of giving explanations to combine words into phrases, phrases into sentences, sentences into a paragraph, and a paragraph into sections. The term teaching is derived the word teach which means giving instruction to somebody, in order to know or

able to do something. The word teacher has the widest use in formal and informal situation and at all level education. It relates to an academic subject or practical skill. According to Brown (2002:7), teaching writing is showing and helping someone to learn or to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand.

According to Raimes (1983:3), teaching writing is a unique way to reinforce learning. Referring to that statement, teaching writing can be a good step in teaching. It is because in teaching writing, students are hoped to be able to express their ideas or thoughts on the papers. It is like in speaking is in oral language. It means that teaching writing is very important in order to build students language skill. Which is faced by the students during teaching learning process in order to know the appropriate ways to overcome the writing problems in writing class. From the explanation above the researcher concludes that teaching writing is an activity carried out by someone to convey knowledge, which in this case is writing skills.

3. The Process of Writing

According to Zemach and Rumisek (2016: 26), there are six processes in writing learning processes which are divided into four parts, namely as follows:

a. Pre-writing

In this part the writer chooses the right topic and collect ideas based on the topic you have. Usually, some ideas will appear based on the topic you choose, organize (determine the idea that you will use in the text). Then, sort the ideas that you will first tell, which ideas will be told next and the last ones told.

b. Drafting

In this part, the writer writes the paragraph based on the topic and ideas that have been chosen from the beginning to the end.

c. Review and revise

After writing the paragraph, the writer reviews the structure and content. Then read it again.

d. Rewriting

In the last part, the writer can enter more information into it so that her/his writing becomes more detailed. At this part, it is necessary to check spelling, grammar, and words that can be used until everything is correct.

There are five-steps process writing approach described by Graves (1983). The first is pre-writing. The goal of this step is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas. The second is drafting which is the writer's first attempt to capture ideas on paper. Quantity here is valued over

quality. If it is done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step. Donald Graves calls these hot topics.

The third is revising. This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around. The next step is editing. This is the stage where grammar, spelling, and punctuation errors are corrected. And the last step is publishing and sharing. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. In conclusion, there are four steps that must be presented in writing process; prewriting, drafting, revising, and editing.

4. Aspect in writing

According to Jacob et in Weigle (2002: 116), there are five aspects of writing. They are explained as follow:

a. Content

Content refers to the substance of writing, the experiences of the main idea (unity), and—groups of related statements that a writer presents as a unit in developing a subject. Content paragraphs convey ideas rather than fulfilling the particular function of transition, restatement, and emphasis.

b. Organization

It refers to the content's logical organization (coherence). It is little more than an attempt to assemble a jumble of facts and ideas. Even in early drafts, it may still be looking for order, attempting to discern patterns in its material, and attempting to align the particulars of his subject with what is still only a hazy notion of purpose.

c. Vocabulary

It refers to the selection of words that are appropriate for the content. It starts with the assumption that the writer wishes to express his ideas as clearly and directly as possible. As a general rule, his primary goal should be clarity. Choosing words that accurately describe his meaning rather than skewing or blurring it.

d. Language use

It refers to using the correct grammatical and syntactic pattern to separate and combine group ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e. Mechanic

It refers to the use of graphic conventions of the language such as, the steps of arranging letters, word sentences, and paragraphs by using knowledge of structure and some others related to one another.

In writing, several aspects should be considered by students to write well. Brown (1994:335) stated that there are several aspects in writing which should be considered to measure the final product content organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation. In conclusion, there are five aspects of writing; content, organization, vocabulary, language use, and mechanic.

B. EGRA Technique

EGRA is one of the cooperative learning models has been implemented by several teachers, in particular in English subjects.

1. Definition of EGRA Technique

According to Kadek (2011:31) EGRA is the ways of teaching grammar which can be interpreted as a way to teach grammar.

Muhlisyah and Hasmawati (2017: 81) describe that EGRA is a

technique consisting of four stages, namely experience/exposure, generalization, reinforcement, and application. This technique aims to explore optimally the role of students in the learning process.

At the same time, Rezeki and Sagala (2021:55) revealed that EGRA EGRA technique is one of teaching techniques that can be applied in writing skill. EGRA helps the students to find the form and the function of recount text by themselves. EGRA focuses on students' active discovery approach and has four stages. In this technique, students can contribute to developing their competencies by acting as informants, such as being a guide or example. From those opinions the EGRA technique is a method or step that can be used as a teaching technique that explores the role of students to contribute and developing their competencies in their learning.

2. Concept of EGRA Technique

EGRA technique is one of teaching techniques that can be applied in writing skill. EGRA helps the students to find the form and the function of recount text by themselves. EGRA focuses on students' active discovery approach and has four stages which stage has their own rules in applying it. According to Heri (2010: 20), cited in Reski, Hardianto, and Ardhy (2020: 90), EGRA (Exposure, Generalization, Reinforcement, and Application) is one of teaching technique where the students were allowed to find out the form and

function of the sentence by themselves. The following is a brief explanation of each stage of the EGRA technique.

Exposure is a learning stage where students are subconsciously exposed to the meaningful use of a particular structure item. It is also practical for presenting previously taught structures, which have some functions. This learning exposure made the students more active from the beginning of the teaching process, where they came to a great discovery. Generalization is a learning stage, the students were led through tasks to discover the form, meaning, and function of a structure they had been exposed to. The rationale for the generalization is that the learners better remember conclusions about the form and function they make. In this step, the teacher guides through leading questions to find out the generic structure of the text, for example, the form, meaning, and function of the sentence. The learning experience the students have gained will facilitate them in the discovery process which becomes the primary purpose of the generalization.

Reinforcement is a learning stage where students are provided with a conscious knowledge of the form and functions of the structure item they have been exposed to. This stage aims to help learners check or revise their generalization that students should have corrected and consciousness of the form and function of a specific structure item. In this step, the teacher explains again what the

students have discovered so that they get reinforcement. The last is application where students are given opportunities to use or apply the structure item they have learned in communication, either receptively or productively.

The following is the brief explanation each stage of EGRA technique stated by Indah (2021: 42), experience is a learning stage where students are subconsciously expose to the meaningful use of particular structure item by using picture, game, or video. This learning experience makes the students more active from the beginning of the teaching process where they will come into a great discovery. Generalization is a learning stage the students are led through tasks in a group to discover form, meaning and function of a structure they have been exposed to. The rational for the generalization is the learner better remember conclusion about the form and functions they make for themselves.

The generalization is the central of EGRA technique where students are expected to make a discovery of language structure. 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. The last is application where

students individually are given opportunities to use or apply the structure item that they have learned in communication either receptively or productively.

From those explanation, the researcher concludes that experience or exposure is the stage which the teacher must try to guide students unconsciously about the material that will be taught by the teacher. Generalization is the stage where students are formed into several groups. Each group carries out tasks to discover the form, meaning, and function of a structure they have encountered. Reinforcement is a stage where the teacher provides an explanation as reinforcement regarding the function and form of the language structure being taught. In this stage, the teacher provides reinforcement in the form of assignments or questions for students to work on. The last stage is application. In this stage, students are given individual assignments according to the material they have studied.

3. Advantages EGRA Technique in teaching writing

There are some advantages of using EGRA technique in teaching writing descriptive text. According to Helena (2004) in Afriani (2014:2), EGRA technique is an effective way to create lively interaction among the students, EGRA technique will make students active. EGRA has a particular objective. Adrian (1998) in Syahara (2013:5) said that the objective of the experience unconsciously

learners to expose a particular structure item in use. The objective of generalization is that learners better remember conclusion about form and function. The objective of the reinforcement helps the learners to check or revise their generalization, and the objective of the application uses or applies structure items learned in the previous stage to communicate information.

From the explanation some expert regarding the advantages EGRA technique, the researcher concludes that the advantages EGRA technique in teaching writing make the students more active. Each of these stages has its own benefits. In the experience stage, the students more recognize about the lesson. Generalization is the second stage where a teacher gives the students time and change to express or write their pure understanding about the activity in the first stage. In this stage Students can freely express their ideas indirectly.

The third stage is reinforcement where a teacher guides the students to check and revise their findings or results in generalization stage. In this stage, the students can know their mistake and also get feedback from the teacher. In the last stage of EGRA is application where the students do write individually. In this stage, students can improve their understanding of the material that has been given by doing independent assignments.

4. The Procedure of Teaching Writing Descriptive Text by Using EGRA Technique

Each learning technique certainly has steps that must be followed. According to Muhlisyah and Hasmawati (2017: 81-82) there are several steps in applying the EGRA technique, the steps are as follows: Experience: this stage can be done by the way the teacher gives outline questions to students about the material to be taught. These questions can be in the form of picture show, brainstorming, or key word giving. At this stage, the teacher tries to guide students to begin entering the material to be studied. The teacher seeks to give questions verbally so students become active.

Next step is generalization. At this stage, students are expected to be able to find problems or ideas. Then the problem is written into a simple essay according to the theme or image that has been determined. In this generalization stage, the teacher allows students to be creative in expressing problems or ideas about grammar, choice of words, and sentence forms by discussing between groups. Reinforcement: at this stage, the teacher checks the results of work or essays of students and helps students to correct errors in the essay. This is done so that students may have better understanding the material being taught. Application: at this stage, the teacher gives and guides individual assignments and students must complete the task.

According to Wahyu and Evi (2022: 69) the implementation of the EGRA technique in classroom learning is described as follows:

a. Experience stage

In this stage, the researcher who acts as a teacher provoked students' interest in learning by providing brainstorming.

b. Generalization stage

At this stage the teacher asked students to identify sentences which is written on the blackboard. Identifying means that the student determines the word class, predicate, and so on. The researcher asked one of the students to come to the front of the class and become a model.

c. Reinforcement stage

Reinforcement was all forms of response, either verbal or nonverbal from the teacher to student learning outcomes. Reinforcement can be in the forms of feedback on student activities as well as corrections to student learning outcomes. As an exercise in writing descriptive text, students in groups are asked to make short paragraphs describing a person. The results of the student essays were then presented to the group in class and the other groups gave comments about the student presentations.

d. Application stage

After being given a theory of descriptive text and understanding the grammar used in writing descriptive text, students are given individual assignments. The individual task consists of making a description text on the topic of describing hotel facilities. Students used a picture media as a guide in making descriptive essays.

The researcher concludes that there are four steps in applying the EGRA technique in teaching writing descriptive text. There are Experience, generalization, reinforcement, and application. In the experience stage, the teacher gives some outline questions to students about descriptive text. The next is generalization where students are formed into several groups. And each groups identify sentences. Identifying means that the student determines the word class, predicate, and so on.

The third is reinforcement where the teacher gives feedback on students' group assignment. In this stage, the teacher also provides an explanation as reinforcement regarding the function and form of the language structure being taught. The last step is application which is done after a theory of descriptive text and understanding the grammar used in writing descriptive text explained in the reinforcement stage. In this last stage, teacher gives individual

assignment which consists of making a description text on the topic of describing thing, person, or place.

C. Relevant Study

Previously, there have been a researcher who conducted the research related to the use of EGRA technique in teaching and learning context. A research conducted by Bukan and alinda (2023) in their study focused on English grammar learning for eighth-grade students. Specifically, the objective of this study is to find out the effect of the EGRA technique on students' reduced grammatical errors. This study employs in a classroom action research (CAR) format. Data gathered through observation sheets, interviews, and tests, were analyzed quantitatively and qualitatively. In the initial cycle, students demonstrated low engagement and reported difficulties with unclear explanations. Quantitative analysis revealed significant grammatical errors, notably in Misinformation (26.11%). Following the EGRA technique in the second cycle, improvements were observed, with the highest error in Misinformation (31.43%) and an increased average score of 70.33. Qualitative findings indicated enhanced classroom conditions and students. The result from calculating the data showed that the EGRA technique effectively reduces grammatical errors, suggesting its viability as an innovative tool for teaching the simple present tense.

Mayang, Mega, and Hendra (2019) in their study focused on improving grammar skill using EGRA technique to enhance grammar skill have to prefer the accurately method as a way in studying grammar. The researcher was chosen Exposure, Generalization, Reinforcement, and Application (EGRA) technique as a method to teaching English grammar to students' eight grade at SMPN 5 Cimahi. It was arranged with using pre-experimental method, peculiarly one-group pre-test post-test design. The technique showed that can develop student's grammar skill

Moreover, a research conducted by Zaenap (2019), showed that EGRA was effective for teaching passive voice. The design of this study was pre-experimental research with pre-test and post-test design. It was conducted at the EFL students of *Hamza Wadi University* especially in the second semester of English department in the academic year 2017-2018. The sample consisted of 28 students. In determining the sample, this study used cluster random sampling technique. The instrument was objective test in form of multiple choices in order to collect the data. The data was analyzed by using descriptive statistic and paired sample t-test in order to test the hypothesis.

EGRA technique is also effective for teaching grammar. It can be seen by the result of study conducted by Reski, Hardianto, and Ardhy (2020). In this research the researcher used pre-experiment

method. Based on the data analysis, the researcher can conclude that teaching structure simple past tense by applying EGRA method was effective to increase the students' understanding. It was supported by the achievement of the ideal score in the pretest 53.00. In this case, the mean score in the posttest 86.00. It means that, the students had a good understanding in learning structure simple past tense by used EGRA method. So, it could be concluded that the application of EGRA method in teaching simple past tense is effective.

Tahang (2020), who conducted a research focused on investigating the effectiveness of EGRA (Experience, Generalization, Reinforcement, and Application) technique implementation in improving college students' ability to understand the use of the present perfect tense showed that it was effective. The study used a true experimental design with a pretest-posttest control group. The population consisted of all of the college students who attended the London school. It was 45 students.

The N-gain calculation was used to know the effectiveness of the EGRA implementation in improving students' ability to understand the usage of the present perfect tense. The N-gain result showed I percentage mean. The calculation result showed 65.45 % it means that the implementation of EGRA techniques reached the effective enough category. It was revealed that the use of the EGRA technique was

effective enough to enhance the students' understanding of the usage of the present perfect tense.