CHAPTER II

REVIEW OF RELATE LITTERATURE

This chapter presents review of related literature that used in this study. The reviews of related literature have a goal of providing previous studies and information that concerns with the research problem, including overview of writing (include teaching writting), recount text, and EGRA technique.

A. Theoretical Analysis

1. Writing

a. Definition of Writing

Writing is a process of developing ideas and set forth in written text. According to Caroline, "writing is a combination of process and product". The process refers to the act of gathering ideas and working with them until they are presented in a manner that is published and comprehensible to readers. There are many definitions from some experts about writing. They are:

1) The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. (Heaton 1989:135)

2) Writing is hard work for almost everyone. Writing is a skill. Writing is a skill like driving, typing, or even preparing a good meal. (Langan 1986: 90).

Writing is one step to convey ideas. We can write about anything, as a medium for academic ideas and learning. So, writing is one of the important activities to be able to explore the world.

b. Teaching Writting

In the teaching english writting, there are four skills that must be mastered by students of Junior High School. They are reading, listening, speaking, and writing. From those, writing is considered as the most difficult one to master because it uses special skills in the production. The special skills are the choice of word, the use of structure, the mechanic and writing. To be able to choose the right word means that you must have a large number of vocabularies and know the words meaning and how they should be used. Therefore a person may master the ability to write only he or she succesfully master listening, speaking, and reading skills.

Teaching is not only about convey, but there are many kind of skill and technique to learning student. One of way to know how about students' opinion and measure the ability of Students need to be personally involved in writing exercises in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop.

c. The Characteristics of Writing

The good writing must have characteristics. Langan states that there are four caracteristics of writing. They are unity, support, coherence, and sentence skills.(Langan 1986 : 12) The clearly explanations as follow:

1) Unity

   The first essay is more effective because it is united. All the details in the essay are on target. Bram states the word „unity"

   is synonymous with „oneness" . All sentences in a paragraph should focus on the one thing expressed in the topic sentence. (Bram 1995: 20)

2) Support

   The writer tells us repeatedly that sulking, blaming others, and trying to understand the reasons behind the disappointment are the reactions people have to letdown. (Langan 1986 : 93)

3) Coherence

   Coherence plays a crucial role in making paragraph read well. Every coherent paragraph contains smoothly connected ideas. Each sentence moves on naturally. It means that the sentences should be organized in a logical manner and should follow a definite plan of development. (Yuwono 2015: 122)

4) Sentence skills

   If you can find and explain briefly the twenty sentence skills mistakes made in the first essay. Use the space provided.

d. The Process of Writing

The processes of writing are not simple. There some steps that must be notice by the writer. The stages in writing are inventing, planning, drafting, revising, and editing.

1) Inventing is the activity in which the writer discovers and generates what he or she wants to say. To invent the ideas, there are four ways: free writing, brainstorming, treeing a topic, and exploring using WH questions. (Tusino 2013 : 133-143)

2) Planning, in the planning stage, you organize the ideas you generated by brainstorming into an outline. In the planning stage have three ways: making sub lists, writing the topic sentence, and outlining. (Oshima 1991 : 7-8)

3) Drafting is a series of strategies designed to organize and develop a sustained piece of writing (Tusino 2013 : 133-143). Whenever the draft is completed, the teacher/peers can respond to its ideas, organization, and style. (Taselin : 107)

4) Revising, the responses gained in the previous step are used as feedbacks to revise the organization, style, adjustment to the readers, and to refine the ideas (Taselin : 107). It is during revision that the virtues of word processing really shine. All substituting, adding, deleting, and rearranging can be done easily within an existing file. (Langan 2005 : 17)

5) Editing means polishing a piece of writing by making word level changes: in spelling, mechanics, usage, word choice. (Tusino 2013 : 133-143)

2. Recount Text

a. Definition of recount text

Recount text is one of the text genres that students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. According to George, he said that "A recount is the telling of a writer" s personal experience. It can be confessional, inspirational, sad, and funny – but it should have some point of interest for the readers (George Stern 2004 : 203). Besides that, Arifin said that "recount is a piece of retells past events, usually in the order in which they happened. (Rosyadi : 1)

Besides that, the purpose of a recount text is to give the audience description of what happened and when it happened (Rosyadi : 1). Nunan also saidthat "the goal of recount text is to tell what happened, to document a sequence of events and evaluate their significance in some way" (Nunan 2005 : 14). We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

b. Generic Structure of Recount Text

There are three generic structures of recount text. They are: (Rosyadi : 1)

1) Orientation: provides the setting and procedures participants. It provides information about „whom" , „where" , and „when" .

2) Record or events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and / or evaluative remarks, which are interspersed throughout the record of events.

3) Re-orientation: optional-closure of events. Stating personal comment of the writer to the story.

That makes it easier for the instructor, teacher or tutor to map what steps must be taken. students can be involved in this writing without any pressure or difficulty.

c. Grammatical Features of Recount

The common grammatical features of recount text are: (Rosyadi : 2)

1) Introducing personal participant: I, my group, etc

2) Using chronological connection: then, first, etc

3) Using linking verb: was, were, saw, heard, etc

4) Using action verb: look, go, change, etc

5) Using simple past tense.

d. Types of Recount

There are three types of recount:

1) Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry)

2) Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account)

3) Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented)

3. EGRA Technique

a. Definition of EGRA

In oxford Advanced Learner" s Dictionary of current English states that technique is method of doing something expertly. Technique is implementation which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective (Richard 1968 : 15).

Technique 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 techniques (Brown 1994 : 16). A variety of techniques will at least partially ensure a maximum of the students will be

"reached". The techniques also determine when the process of transferring knowledge is effective and efficient or not.

The technique, which will be used, must be suitable with the material taught in order to get good result (Brown 1994 : 21). EGRA stands for E, which is experience; G is generalization; R is reinforcement, and A is application. The following is the brief explanation of each stage of EGRA technique.

EGRA technique help teacher to mapping theme and abilities reading of student. At this point, teachers and of course stakeholders in the education sector must seriously think about how reading in early grades can maximize children's reading skills.

1) **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. According to Chris, "the best experience help the students to imagine what it would be like if the future of learning in classroom was more effective" (Watkins 2007 : 4).

Based on the statement above that experience makes the students more active from the beginning of the teaching process where they will come into a great discovery.That activity involving direct experience is highly inquiry oriented. The student here is an activity participant rather than the passive

observer of the teacher. To design appropriate experiences, the teacher must first determine the objective; describe the conditions under which the behavior required in that objective should occur, and then select the content which is to be learned (Wernon, 1980 :39).

Researchers can explore a variety of student experiences, many of which students experience are realistic teaching materials. Experience is not only a teacher of life but also as a raw material for science that must be explored.

2) Generalization

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

The objective here is to move away from the context and to concentrate on the rules governing the various aspects of the structure (Ramirez 1995 : 22). The teacher will not tell the students about the form, meaning, and function of the sentence but let them find out by themselves. Learning is facilitated if the learners discovers or creates rather than remember and repeats what is to be learned (Krashen 1987 : 62).

The generalization is the central of EGRA technique where

students are expected to make a discovery of language structure. Generalization becomes more comprehensive as the students are advanced in knowledge of language. It be able to recognize characteristics feature of the language structure (Rivers 1968 : 77).

In this step the teacher will guide through leading questions to find out the generic structure of the text, for example, the form,

meaning, and function of the sentence. Learning experience, in which the students have gained, will facilitate them in the discovery process, which becomes the main purpose of the generalization.

3) **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. According to Eric, "Reinforcement is an event that increases behavior. In the classroom, reinforcement occurs as teachers manage the environmental events that follow students" desired

ways of behaving so to increase the strength and future likelihood of that behavior" (Anderman 2009 : 737).

The objective of this stage is to help learners to check or revise their generalization that students should have corrected 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. The aim behind all explanation should be to reinforce theoretically what the student has already practiced (Alexander 1980 : 21). After the students have got self confidence through teacher"s reinforcement or explanation, they will do task again. Reinforcement practices also tend to help individual focus on special activities.

Giving full attention to the classroom situation is also very important for the teacher in order to get effectiveness of using reinforcement in learning and teaching process (Grasha 1978 : 82). As Eric said that "Reinforces play the important role they do in helping students learn how to adapt to the classroom (and school) environment by signaling which behaviors are desirable (those that are reinforced) and which are not (those that are not reinforced)". (Eric, 2009 : 738)

It is stated above that the real form or example of this reinforcement stage is that the researcher gave more tasks to the

students, so that what they have learned before can again be sharpened. This can make them better understand the material.

4) 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. The objective of the application is to determine whether the students know how to apply grammatical forms that have previously been presented (Kenneth, 1976) A period for the practical application of what has been learnt may involve reading a passage for which previous has prepared the class; it may be a necessity for some forms of writing exercises, or it may take the form of a dramatization in front of the class. (Rivers 1968 : 376)

From the statement above, it is clear that language, which has been taught, must be applied in its situation. This step also mirrors about the importance of the application in learning and teaching process, especially in teaching English structure. This is the moment of truth where they can compose recount text by themselves well.

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

to be able to apply the pattern or rules in constructing new sentences.

b. The Procedure of EGRA Technique in Teaching Writing Recount Text

According to Devi Afriani, EGRA technique has procedure as follow:

1) Ask the students some guided questions to build knowledge of the field.

2) Explain the means and the characteristics of recount text

3) Ask the students to read the recount text (experience)

4) Ask them to look at the sentence then make their conclusion in group :

a. underline the verb, b. circle rhe words between the subject and the verb, c. Give the sign for (+),(-) (?) sentence, d. How to form (+),(-) and (?) give the formula. e. When do we use it ?, f. What do you call it ?

5) Ask them to report their answer

6) Discuss their conclusion for their notes (generalization)

7) The researcher gave sentence samples

8) The researcher offered the example of recount text;the students analyze it (reinforcement)

9) Ask them to write their experience by individually. (Afriani, 2014)

c. The Advantages of Using EGRA Technique in Teaching Writing Recount Text

According to Helena, there are some advantages of using EGRA technique in teaching recount text. They are:

1) EGRA technique can be useful to the language teacher.

2) EGRA is a shortened form of the term Experience, Generalization, Reinforcement, and Application.

3) EGRA technique helps the teacher make the students active by giving challenging question to get the use and form of the recount text.

4) EGRA technique makes students learn by themselves before the teacher explains the use and the form of the structure. (Afriani, 2014)

B. Previous Study

The Researcher found previous studies related to the effectiveness of using EGRA strategy toward students achievement in writting skill recount text. The writting abilities using EGRA strategy and recount text is the concern of this point research. These previous studies have been revied in relation the study:

First, Sri Wahyuni (2011) conducted a research that the objective was to find the improvement both EGRA strategy and recount text. It had been done at It was a quantitative reseach. the researcher used two classes as the control class and the experimental class. where both classes will be tested whether there is a significant influence between the use of EGRA strategies in writing

recount text with conventional strategies. the results showed a significance and the difference between the control class and the experimental class was 83,515 for the experimental class. while for the control class is 67,607.

The implementation of Experience, Generalization, Reinforcement, Application (EGRA) technique in teaching writing recount text is interesting, suitable, and effective. The students become more active and enthusiasm in teaching learning process. Teacher combines with several strategy to maximize the ability and knowledge in teaching learning process and to make the students enjoy, interest, and enthusiastic during teaching learning process. The differences of this research with the previous research in the object. This research using object at 8th Junior High School.

Second, Unik Animatul Maghfiroh (2016) conducted a study entitled *"The Implementation of EGRA Technique in Teaching Writing Recount Text at the Tenth Grade of MA MA'ARIF Plumpung in Academic Year 2015/2016."* The researcher used a qualitative research method to see how the EGRA strategy influenced the writing of the recount text. the results of this study indicate that the EGRA strategy teaching is easier for students. the rest students can explore their writing with imagination and experience that they have ever felt. the difference between this research and the research that I will do is located first, on the object of his research. in the research I will take is the second grade 8 student. The research method that I will use is a quantitative research method.

The result is improvement of the students' grammar skill can be seen from the result of the tests. The mean score of post test in the second cycle

shows the significance improvement of the students' grammar mastery. From the process of the implementation EGRA, teacher can make variation in teaching grammar to make the students understand easily. It can be in the form of task, discussion, games, observation, etc.