CHAPTER II
LITERATURE REVIEW

This chapter discusses theoretical review, framework of pre-understanding, pre-figured themes, and previous research.

2.1 Theoretical review

2.1.1. Lived Experience

Lived experience relates to human science. Human science itself is directed to phenomenology and hermenutics. Van Mannen (1990: 1) states that "a human science research approach, showing a semiotic employment of the methods of phenomenology and hermeneutics." Hence, phenomena are gathered in this study. "We raise questions, gather data, describe a phenomenon, and construct textual interpretations" (Van Mannen, 1990: 1). After gathering the phenomena, interpretation is needed.

Phenomenology and hermeneutics are different. "Phenomenology describes how one orients to lived experience, hermeneutics describes how one interprets the "texts" of life, and semiotics is used here to develop a practical writing or linguistic approach to the method of phenomenology and hermeneutics" (Van Mannen, 1990: 4).

Phenomenology is a human study. It is more on reflective and everyday experiences (Van Mannen, 1990: 9). It means that after gathering the phenomena, textual interpretation is implemented. It is also intersubjective research relating to among human beings.

Hermeneutic phenomenology relates to description and interpretation. It "construct a full interpretative description of some aspect of the lifeworld, and yet to remain aware that lived life is always more complex than any explication of meaning can reveal." (Van Mannen, 1990: 18).

Lived experience has connectionwith pedagogy of teaching. Practical teaching in coordination to human being is as the part of lived experience in pedagogy. "Pedagogy is the activity of teaching, parenting, educating, or generally living with children, that requires practical acting in concrete situations and relations" (Van Mannen, 1990: 2). Lived experience can be used in English teaching and learning. Hence, the final on human being research in pedagogic is tactfully in pedagogic (Van Mannen, 1990: 8).

Several descriptions need to follow some suggestions for lived-experience (Van Mannen, 1990: 64-65). Firstly, it only describes real experiences. Secondly, it describes

textual descriptions of mind and text. Thirdly, it focuses on specific events. Fourthly, it does not focus on the beautification of texts.

The focus on description and interpretation is to get meaning. "The purpose of phenomenological reflection is to try to grasp the essential meaning of something" (Van Mannen, 1990: 77). The meaning itself is previously made into themes. "Phenomenological themes may be understood as the structures of experience." (Van Mannen, 1990: 79).

Theme has several definitions. Van Mannen (1990: 87) states them. Firstly, theme focuses on the point of meaning. Secondly, theme is the simplification. Thirdly, theme gets the structure of phenomena.

Existentials of reflection focus on lived space (spatiality), lived body (corporeality), lived time (temporality), and lived human relation (relationality or communality). The first is spatiality. "Lived space is more difficult to put into words since the experience of lived space is largely pre-verbal" Van Mannen (1990: 102). Hence, lived space is not only about physical space, but also space to abstract in mind and feeling. The second is corporeality. "Lived body (corporeality) refers to the phenomenological fact that we are always bodily in the world" Van Mannen (1990: 103). It refers to our physical surrounding. The third is temporality. "Lived time (temporality) is subjective time as opposed to clock time or objective time" Van Mannen (1990: 104). The time focuses on the time when the experiences happen. The fourth is relationality. "Lived other (relationality) is the lived relation we maintain with others in the interpersonal space that we share with them" Van Mannen (1990: 104).

Writing is one of the keypoints in lived experience research. Description and interpretation are written in order to gather the meaning. Writing itself combines understanding and experience (Van Mannen, 1990: 124). However, writing can make lifeworld far or near with people (Van Mannen, 1990: 127). Hence, writing can show something in different dimensions of human being's perspectives according to how people write and deconstruct textual data.

2.1.2. English language learning

English language is as an international language nowadays. The use of English for communication all over the world is irrevocable. People are demanded to be able to master English both spoken and written. As speaking, writing is also important as the media of communication.

Language itself has several definitions. They are as follows:

"1.Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language operates in a speech community or culture.
6. Language is essentially human, although possibly not limited to humans.
7. Language is acquired by all people in much the same way; language and language learning bith have universal characteristics."
(Brown, 2007: 6)

Based on the definitions above, language is systematic both in spoken and written. It is also visual or can be seen and used by human beings.

Learning also has several definitions. They are as follows:

"1. Learning is acquisition of "getting."
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior"
(Brown, 2007: 8)

Based on the definitions above, learning means acquisition of information, having memory, being active and doing practice.

In accordance with English, language, and learning, input hypothesis according to Stephen Krashen has a crucial role in second language acquisition. Input hypothesis claims that an important 'condition for language acquistion to occur is that acquirer understand (via hearing or reading) input language that contains structure 'a bit beyond' his or her current level of competence'" (Brown, 2007: 295).

2.1.3. Teaching Writing

Writing is a skill that involves several processes. "Contemporary thinking about writing instruction perceives the process of writing as a total learning experience that includes what happens before the student writes (prewriting) and what happens after the student writes (postwriting)" (Tiedt, 1989: 2). Hence, writing does not happen at the time of writing, but internalization of knowledge is proccessed before it.

Teaching writing has a specific model of teaching. The teaching model by Tiedt has 8 stages in teaching writing. It can be seen below:
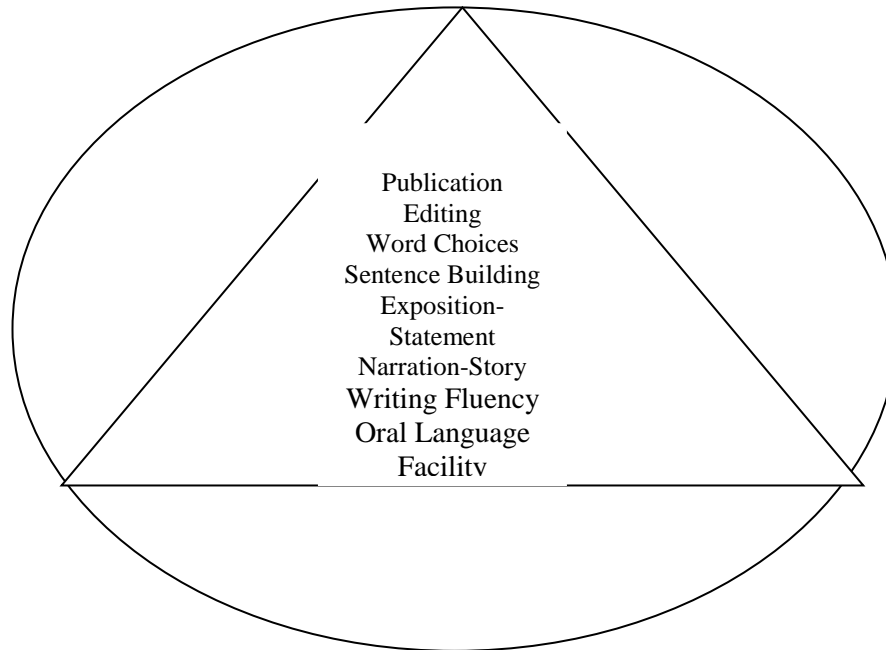
Figure 1. Tiedt Holistic Model for Teaching Writing (Tiedt, 1989: 3)

Teaching writing has six principles according to Brown (2007: 402-404). The first is incorporate practices of "good" writers. The characteristics of good writers are as follows:

> "focus on a goal or main idea in writing,
>   perceptively gauge their audience,
>   spend some time (but not too much) planning to write,
>   easily let their first ideas flow onto the paper,
>   follow a general organizational plan as their writing,
>   solicit and utilize feedback on their writing,
> are not weeded to certain surface structures,
>   revise their work willingly and efficiently,
> patiently make as many revisions as needed"
> (Brown, 2007: 403)

The second is balance process and product. Writing needs process in the form of making drafts before it becomes a product in the form of writing. The third is account for cultural/literary backgrounds. Since the students write in their second language, the teacher should teach the ways to write in English well. The fourth is connect reading and writing. The students need to read before writing. The fifth is provide as much authentic writing as possible. It means that the students' writing needs to be made authentic. The sixth is frame your techniques in terms of prewriting, drafting, and revising stages. This includes the processes in prewriting and revising. Prewriting is done through brainstorming, reading, clustering, and discussing. Revising is done through reviewing and editing for grammatical errors.

2.1.4. Line application

Line application is an up-to-date application in the smartphone. Line application has several features. Russel (2016) states information about Line application. Line application is a free message application that uses internet connection. Its users are 218 million users worldwide. It is owned by a Korean company and spread to Europe, United States, and Asia. It is downloaded many times around the world.

Line application is used in the smartphone as said by Bihan. It has free calling and messaging. It also has other features, such group note. In group note, people can make note as a group.

2.2 Framework of pre-understanding

In lived experience research, framework of pre-understanding is needed. Alvesson and Skoldberg (2000: 65) states that "two even more basic hermeneutic circles: that between whole and part, and that between preunderstanding and understanding." Preunderstanding is needed before understanding the meaning. The frameowork of pre-understanding can be seen below:

Writing by using Line application

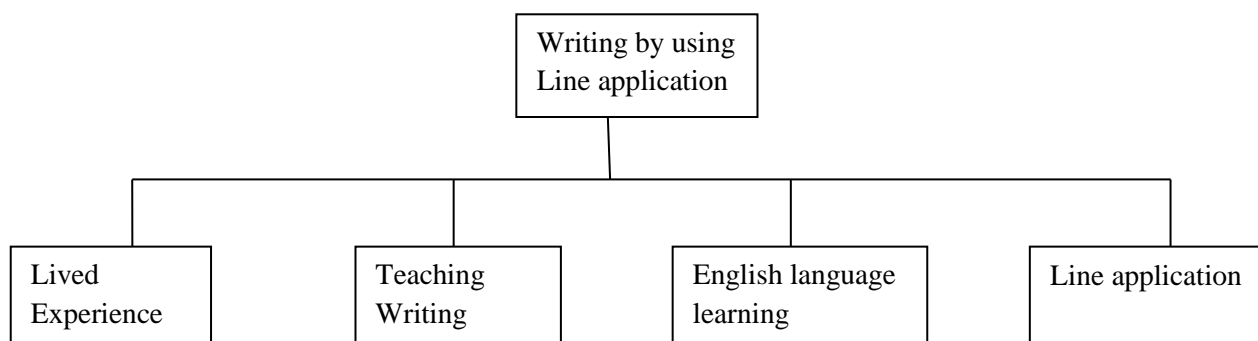| Lived Experience | Teaching Writing | English language learning | Line application |

Figure 2. Framework of Pre-understanding

From the figure above, it can be seen that writing by using Line application is intercorrelated with four basic theories. They are lived experience, teaching writing, English language learning, and Line application.

2.3 Pre-figured themes

From the framework of pre-understanding above, the writer makes pre-figured themes. Pre-figured themes are divided into empirical themes and transcendent themes. The

empirical themes are active learning, independent learning, critical thinking, and self-improvement. The transcendent themes are internal motivation, happiness, and reflection.

2.4 Previous research

The previous researches are done in lived experience in education area. There are four previous researches. The first is Pamela J. Hickey's research (2012). It is about lived experience in learning English in United States. The second is Elizabeth Campbell's research (2008). It is about lived experience in teaching and learning. The third is Stacey Irwin's research (2005). It is about lived experience of reflection in using technology. The fourth is Daniel Manaha and Jody Swilky's research (1996). It is about lived experience in writing composition.