

## ABSTRACT

**Maghfuroh, Unik Amimatul.** 2016. The Implementation of EGRA Technique in *Teaching Writing Recount Text at the Tenth Grade of MA MA'ARIF Plumpung* in Academic Year 2015/2016. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Wiwin Widyawati, M.Hum.

**Key words: Writing, Recount text, EGRA Technique**

Writing is a kind of process in which the students should always consider the choice of words and sentences. Grammar is very important in writing. A good grammar makes the reader understand our writing. For the tenth grade of senior high school students, recount is categorized as a text that should be mastered by students in this grade. The students have problems in comprehending the recount text. Thus, the teacher of MA MA'ARIF Plumpung chooses EGRA technique to solve the problem. This research is aimed to describe (1) How is the implementation of EGRA technique in teaching writing recount text; (2) What are the advantages of using EGRA technique in teaching writing recount text; (3) How are the students' responses toward the implementation of EGRA technique in teaching writing recount text.

Type of research was qualitative. Subjects of the research were the English teacher of MA MA'ARIF Plumpung and the students of tenth grade in MA MA'ARIF Plumpung in academic year 2015/2016. The data were collected by applying observation, documentation, and interview. The validity of data used triangulation technique.

The research results were as follows: (1) the implementation of EGRA technique was divided into two meetings. In the first meeting, teacher used Experience and Generalization stage. In the second meeting, teacher used Reinforcement and Application stage. (2) EGRA had many advantages, such as: (a) it could help the language teacher in delivering material and help the students to get new information, (b) every stage of EGRA had a particular objective, (c) it made the students to be active to get the use and form of recount text, (d) it could help the students to learn by themselves. (3) Students felt happy, relax, enthusiastic, and spirit during teaching learning process.

So, from the analysis above it can be concluded that there are the implementation of EGRA technique in teaching writing recount text is small different with the theory, EGRA has many advantages in the learning process, the students show positive responses toward the implementation of EGRA technique in teaching writing recount text. Therefore, the researcher suggests that it will be better for the teacher to use EGRA as one of the techniques in teaching English. Students also need it to develop their way learning, so they can learn and understand the material clearly with their own thinking.

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Writing is one activity that the students do in almost of their assignments. Through writing assignment, they can express their ideas, tell stories and give information; they are expected to be able to make a good writing. Writing skill is considered as a difficult thing to learn because it is more formal and compact. The process of writing starts from pre writing up to edit and it involves some kinds of writing skills or abilities. According to Langan, writing is hard work for almost everyone. Writing is a skill. Writing is a skill like driving, typing, or even preparing a good meal.<sup>1</sup> In the other word, writing is more complicated for students to master because it needs long process.

In writing, students need to know the way of how to write well so they can write a good composition. If students have no good ideas, they will get bored and uninterested in writing something. The fact is that there are many students that still have low ability at writing. Whereas Maria said that “writing is an important part of language teaching as it also functions as an essential tool for learning in which students expand their knowledge of the

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<sup>1</sup> John Langan, *College Writing Skills With Reading* (Singapore : Mcgraw, 1986), 90

language elements in real use.”<sup>2</sup> Therefore this skill must be explicit taught because writing outside school settings is relatively rare.

Based on the interview with English teacher of the tenth grade of MA MA’ARIF Plumpung, recount text is a kind of text taught for the tenth grade students. According to writer’s interview with an English teacher at MA MA’ARIF Plumpung, the students have problems in comprehending the recount texts. Many students still have difficulty in finding general information, specific information, and main idea in the text, and understanding the generic structure of the text. Besides that they also have problem to find the meaning of the new vocabulary.<sup>3</sup>

Many students want to be a good writer but most of them always have problem and difficulties to write a good writing. According to Heaton, writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental element.<sup>4</sup> Based on the researcher’s interview with English teacher of MA MA’ARIF Plumpung, the researcher found that there were many students of this school that writing was one of the difficult language skills to be mastered. They also often have problems in correcting errors in their writing. The problems might be derived from the students, the

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<sup>2</sup> Maria Taselin, *Interactive Activities For Improving Students’ Writing Skills* (Journal At State Junior High School 1 Pasuruan, East Java), 104

<sup>3</sup> interview with English teacher of MA MA’ARIF Plumpung

<sup>4</sup> J. B. Heaton, *Writing English Language Tests* (New York; Longman Inc, 1989), 135

materials, the teachers, or even the strategy applied in teaching-learning process.

Related to the problem above, teacher must have some techniques to maximize the writing skills. According to Brown, the technique, which will be used, must be suitable with the material taught in order to get good result.<sup>5</sup> One of the technique which used by teacher in MA MA'ARIF Plumpung is Experience, Generalization, Reinforcement, Application (EGRA) technique.

EGRA is one of the techniques which is effective in teaching learning process. It is easy to make the students try to practice English.<sup>6</sup> This technique focuses on the discussion about the structure of language. Students are invited to learn about grammar. The goal of EGRA is too accurate the students' ability in communication, not only in linguistics skill but also in communicative skill. This means by giving communicative approach, the students have the ability in four language skills. The argument of the writer using EGRA is that the students are widely given an opportunity to express their individual ideas by having them share their ideas and language with their own personality. For this argument, the writer is interested in doing a research based on the existing problems.

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<sup>5</sup> H. Douglas Brown, *Teaching by Principles: an Active Approach to language Pedagogy*, ( Toronto: Prentice- Hall, Inc. 1994), 21

<sup>6</sup> Devi Afriani, *The Teaching of Writing a Recount Text Through EGRA Technique*, (Unpublished Paper: Padang Universitas Bung Hatta, 2014).

For these reasons, it conclude that Experience, Generalization, Reinforcement, Application (EGRA) technique is one of alternative technique to use in teaching writing especially on recount text. Then, in this research the writer wants to know implementation of Experience, Generalization, Reinforcement, Application (EGRA) technique in writing process. So, the writer takes the title *“The Implementation of EGRA Technique in Teaching Writing Recount Text at The Tenth Grade of MA MA’ARIF Plumpung in Academic Year 2015/2016.”*

### **B. Research Focus**

This research focuses on the implementation of Experience, Generalization, Reinforcement, Application technique in teaching writing recount text at the tenth grade of MA MA’ARIF PLUMPUNG in academic year 2015/2016.

### **C. Statement of Problem**

Depend on the statement about the background of study there are statement of the problem formulated bellow:

1. How is the implementation of EGRA technique in teaching writing recount text at the tenth grade of MA MA’ARIF PLUMPUNG in academic year 2015/2016?

2. What are the advantages of using EGRA technique in teaching writing recount text at the tenth grade of MA MA'ARIF PLUMPUNG in academic year 2015/2016?
3. How are the students' responses toward the implementation of EGRA technique in teaching writing recount text at the tenth grade of MA MA'ARIF PLUMPUNG in academic year 2015/2016?

#### **D. Objective of the Study**

Concerning with the problem statement, this research has some objective described as follows:

1. To know the implementation of EGRA technique in teaching writing recount text at the tenth grade of MA MA'ARIF PLUMPUNG in academic year 2015/2016.
2. To identify the advantages of EGRA technique in teaching writing recount text at the tenth grade of MA MA'ARIF PLUMPUNG in academic year 2015/2016.
3. To know the students' responses toward the implementation of EGRA technique in teaching writing recount text at the tenth grade of MA MA'ARIF PLUMPUNG in academic year 2015/2016.

#### **E. Significance of the Study**

After completing all research activities, this research is expected to give significances presented as follows:

1. Theoretical significances

The result of research is expected to add the reference of teaching media which can be accessed by some educational practices. It can be contributed in developing the education quality especially for English subject.

## 2. Practical significances

### a. For teachers

This research is expected to give teacher, particularly English teacher of MA MA'ARIF Plumpung, an input concerned with the implementation of EGRA (experience, generalization, reinforcement, application) technique to maximize writing skill.

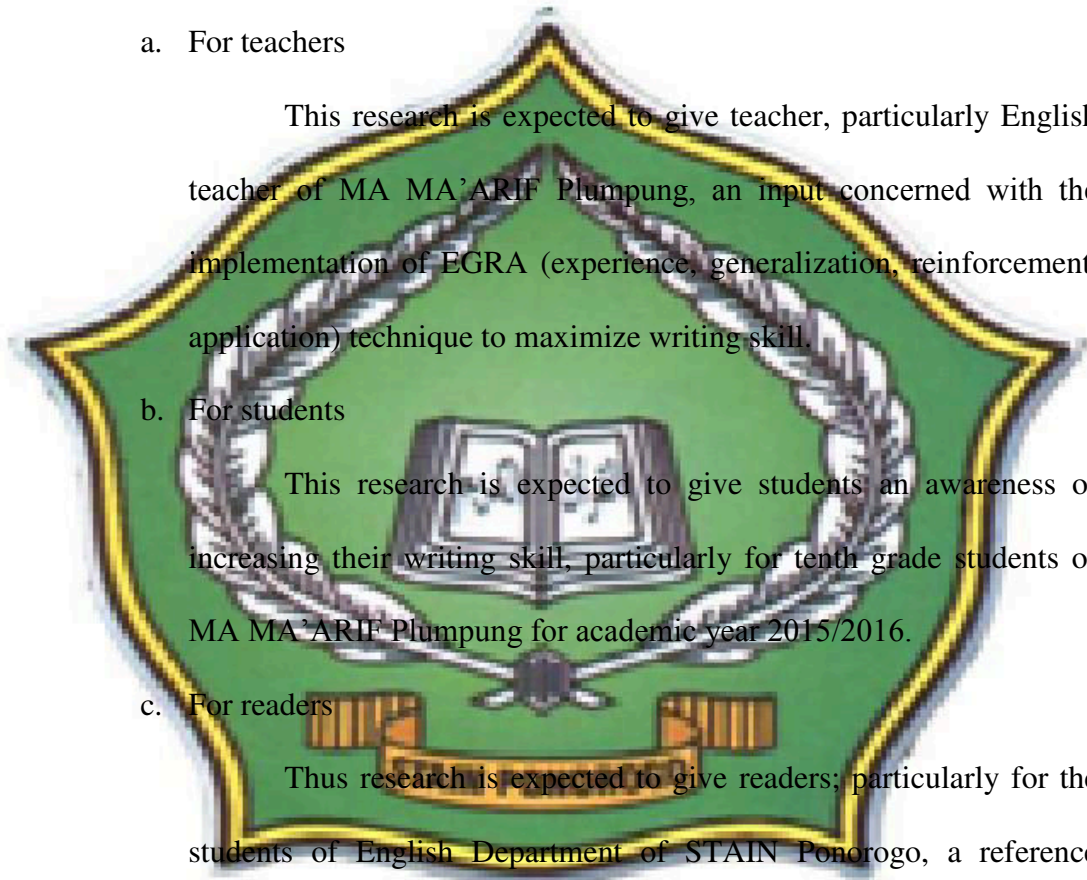
### b. For students

This research is expected to give students an awareness of increasing their writing skill, particularly for tenth grade students of MA MA'ARIF Plumpung for academic year 2015/2016.

### c. For readers

Thus research is expected to give readers; particularly for the students of English Department of STAIN Ponorogo, a reference concerned with teaching strategy which may be applied in teaching writing, particularly concerned with EGRA technique.

### d. The researcher



This research hopefully will give and add the researcher's knowledge especially as the candidate of teacher so that the teacher is ready entering the education world.

## **F. Research Methodology**

This chapter promotes the research methodology applied in this study. In a scientific research, it is necessary for the researcher to present research methodology. Research methodology is a way to systematically solve the research problem.<sup>7</sup> Research method involve the form of data collection, analysis, and interpretation that researcher propose for their studies.<sup>8</sup>

### **1. Research Design**

Research design is a plan for collecting and analyzing evidence that will make it possible for the investigator to answer whatever questions he or she has posed.<sup>9</sup> Thus, research design is a plan of gathering and analyzing data in order to fit with the research objectives. The purpose of research design is guiding the researcher in conducting the research activities.

This study applied a qualitative research. Qualitative research was a situated activity that locates the observer in the world.

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<sup>7</sup> C. R. Kothari, *Research Methodology; Methods And Techniques*,(New Delhi: Publishing For One World, 2004), 8

<sup>8</sup> John W. Creswell, *Research Design; Qualitative, Quantitative, And Mixed Methods Approaches*, (United States Of America: Sage Publications, 2009), 15

<sup>9</sup> Uwe Flick, *Designing Qualitative Research*, (India: SAGE Publications, 2007), 36



## 2. Researcher Role

In qualitative research, there were three types of researcher role. They were complete observer, observer as participant and complete participant.<sup>10</sup>

In this research, researcher becomes an observer and participant. The researcher interacted with the subject's activity in the research location while the researcher collected the data and organized it specifically. The collecting and organizing data will be analyzed, interpreted and reported by the researcher as a result.

## 3. Research Location

This research was conducted at MA MA'ARIF Plumpung. The reasons for selecting the school are:

- a. Experience, generalization, reinforcement, application (EGRA) technique is used in this school, particularly in teaching English.
- b. The school is reachable. It enables the researcher to conduct the research more effectively.
- c. MA MA'ARIF Plumpung is one school which is applying experience, generalization, reinforcement, application (EGRA) technique.

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<sup>10</sup> Norman K. Denzin, Handbook of Qualitative Research (California: SAGE Publication. Inc, 1994 ), 248.

#### 4. Data Source

In qualitative research, sources of data are assumed to be homogeneous, having no variation. Therefore, the trustworthy source of data does not come from representation of different groups of the source, but selected based on certain criteria to find the most authoritative one. The source in qualitative research is usually called informants (of course when the source is human being).<sup>11</sup>

The data sources in this research were:

1. Human, English teachers, and the tenth grade students of MA MA'ARIF Plumpung.
2. Non human, including documents from TU of MA MA'ARIF Plumpung (history of MA MA'ARIF Plumpung, vision, mission and goal, geographical location, organization structure, condition of teachers and students, facilities and infrastructure) and photos about process of implementation EGRA technique in teaching writing recount text at MA MA'ARIF Plumpung.

#### 5. Technique Of Data Collection

This research applied a qualitative approach. Amos state that “the strategies of qualitative research are; observation, interviewing, and

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<sup>11</sup> Mohammad Adnan Latief, Research Methods On Language Learning An Introduction , (Malang: UM Press, 2014), 79

unobtrusive data collection, then address other strategies (video recording, focus group interviewing, and participant journaling).<sup>12</sup> Based on the statement this research applied interview and observation as the techniques for collecting data.

a. Observation

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site.<sup>13</sup> Observation refers to data gathering which involves the use of not only visual sense, but also all the senses necessary to get valid and reliable data.<sup>14</sup> The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspectives of the participants.<sup>15</sup>

Based on the statement above, it can be conclude that observation is a kind of methods for collecting data about implementation of EGRA technique in teaching writing recount text at the tenth grade students of MA MA'ARIF Plumpung in academic year 2015/2016.

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<sup>12</sup> J. Amosh Hatch, *Doing Qualitative Research In Education Settings*, (USA: State University of New York Press,2002), 71

<sup>13</sup> John W. Creswell, *Research Design; Qualitative, Quantitative, And Mixed Methods Approaches*, (United States of America: sage publications, 2009), 181.

<sup>14</sup> Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction* , (Malang: UM Press, 2014), 77.

<sup>15</sup> J. Amosh Hatch, *Doing Qualitative Research In Education Settings*, (USA: State University of New York Press,2002), 72.

## b. Interview

Interview is the dialogue conducted by interviewer to get the information from the people who are interview. Interviewing is an important way for a researcher to check the accuracy of the impressions he or she gained through observation. The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses.<sup>16</sup>

This research used personal interview. It means that the interviewer asking questions generally in a face-to-face contact to the other person or persons.<sup>17</sup> So, many data can be gathered maximally by this technique. There are some informants interviewed in this research. The researcher interviews English teacher, and tenth grade students of MA MA'ARIF Plumpung about the implementation of EGRA technique

## c. Documentation

Documents are powerful indicators of the value systems operating within institutions.<sup>18</sup> Patton as quoted by Amosh “All modern institutions generate documents that create a written record of official activity within the institution. Documents can provide a

<sup>16</sup> C. R. Kothari, *Research Methodology; Methods And Techniques*,(New Delhi: Publishing For One World, 2004), 97

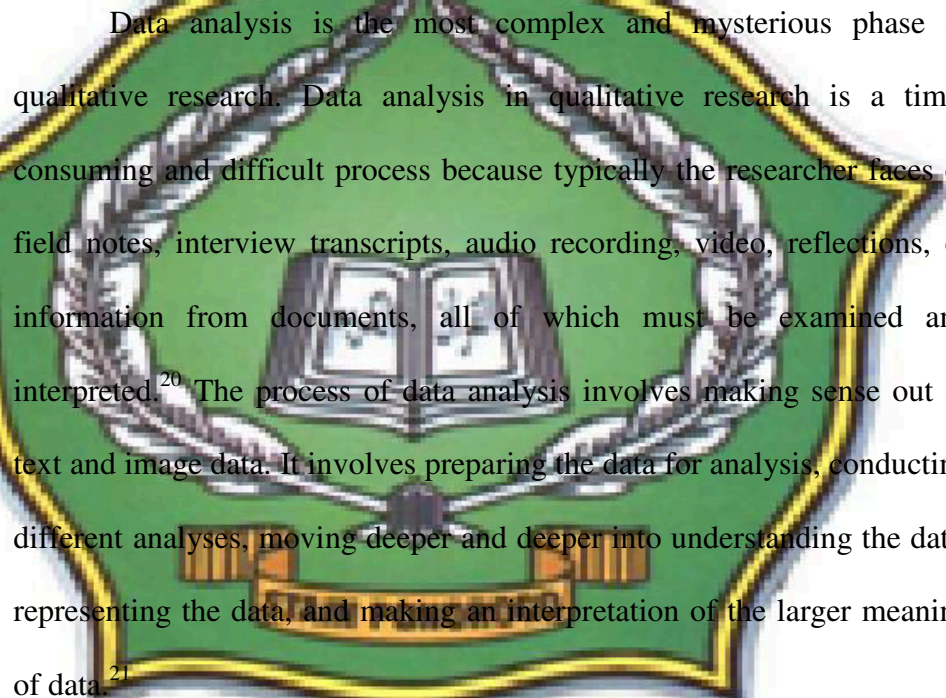
<sup>17</sup> *Ibid.*, 97

<sup>18</sup> J. Amosh Hatch, *Doing Qualitative Research In Education Settings*, (USA: State University of New York Press, 2002), 117.

behind-the-scenes look at institutional processes and how they came into being.”<sup>19</sup>

In this research, documentation used to get historical data, organization structure, vision, mission, and goal, number of students and teacher of MA MA'ARIF Plumpung. Besides that, photos about process of teaching writing recount text using EGRA technique.

## 6. Data analysis



Data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces of field notes, interview transcripts, audio recording, video, reflections, or information from documents, all of which must be examined and interpreted.<sup>20</sup> The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of data.<sup>21</sup>

The stages of interactive analysis applied in this research are presented in the following:

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<sup>19</sup> Ibid., 117

<sup>20</sup> Donald Ary, *Introduction to Research In Education*, (USA: Wadsworth, 2010), 481.

<sup>21</sup> John W. Creswell, *Research Design; Qualitative, Quantitative, And Mixed Methods Approaches*, (United States of America: sage publications, 2009), 183.

### 1. Organizing and preparing

This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.<sup>22</sup>

### 2. Coding and reducing

This is the core of qualitative analysis and includes the identification of categories and themes and their refinement.<sup>23</sup>

Rossmann and Rallis as quoted by Creswell states that: “Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information.”<sup>24</sup>

### 3. Interpreting and representing

Interpreting involves reflecting about the words and acts of the study’s participants and abstracting important understandings from them. It is an inductive process you make generalizations based on the connections and common aspects among the categories and patterns.<sup>25</sup>

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<sup>22</sup> John W. Creswell, *Research Design; Qualitative, Quantitative, And Mixed Methods Approaches*, (United States of America: sage publications, 2009), 185.

<sup>23</sup> Donald Ary, *Introduction to Research In Education*, (USA: Wadsworth, 2010), 483.

<sup>24</sup> John W. Creswell, *Research Design; Qualitative, Quantitative, And Mixed Methods Approaches*, (United States of America: sage publications, 2009), 186.

<sup>25</sup> Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth, 2010), 490.

## 7. Checking of data validity

The validity level can be done through the techniques bellow:

### 1. Triangulation

Triangulation in qualitative research has come to mean a multi method approach to data collection and data analysis.<sup>26</sup>

Triangulation is important in qualitative research. Using multiple sources of data and avoiding reliance on a single source enhances corroboration of the findings. Triangulation may incorporate two or more sources of information.<sup>27</sup> In the other words, triangulation is the technique used in checking the validity of the data through different tool and time in qualitative method.

This research used triangulation technique. It means the researcher used the way:

- a. The comparison between result of observation of Implementation of Experience, generalization, reinforcement, application technique in teaching writing recount text to the tenth grade students of MA MA'ARIF Plumpung for academic year 2015/2016 and result of interview with English teacher, students of MA MA'ARIF Plumpung.
- b. The comparison between public opinion and individual opinion

<sup>26</sup> Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods*, Vol 1&2, (USA: SAGE Publications, 2008), 892.

<sup>27</sup> Donald Ary, *Introduction to Research In Education*, (USA: Wadsworth, 2010), 525.

- c. The comparison between result of interview with English teacher, students for MA MA'ARIF Plumpung and related of document.

## 8. Research Procedure

In this research, there are four procedures of research that will do:

- a. Pre – research phase. Those are: arrange structure of research, choose the place of research, get license letter, observe place condition of research, choose and use informant, prepare equipment of research.
- b. Research phase. Those are: understand background of research, enter into research field, and join the research with collection of data.
- c. Data analysis phase. Those are: as long as analysis and after collection of data.
- d. Writing of report research phase.<sup>28</sup>

## G. ORGANIZATION OF THE THESIS

In organization of this thesis, it has purpose to easily understanding the thesis. This thesis is divided in five chapters. Those are:

Chapter I : Introduction discuss about: background of the study, research focus, statement of the problem, objectives of the study, significance of the study, organization of the thesis.

<sup>28</sup> Sugiyono, *Memahami Penelitian Kualitatif*, 185

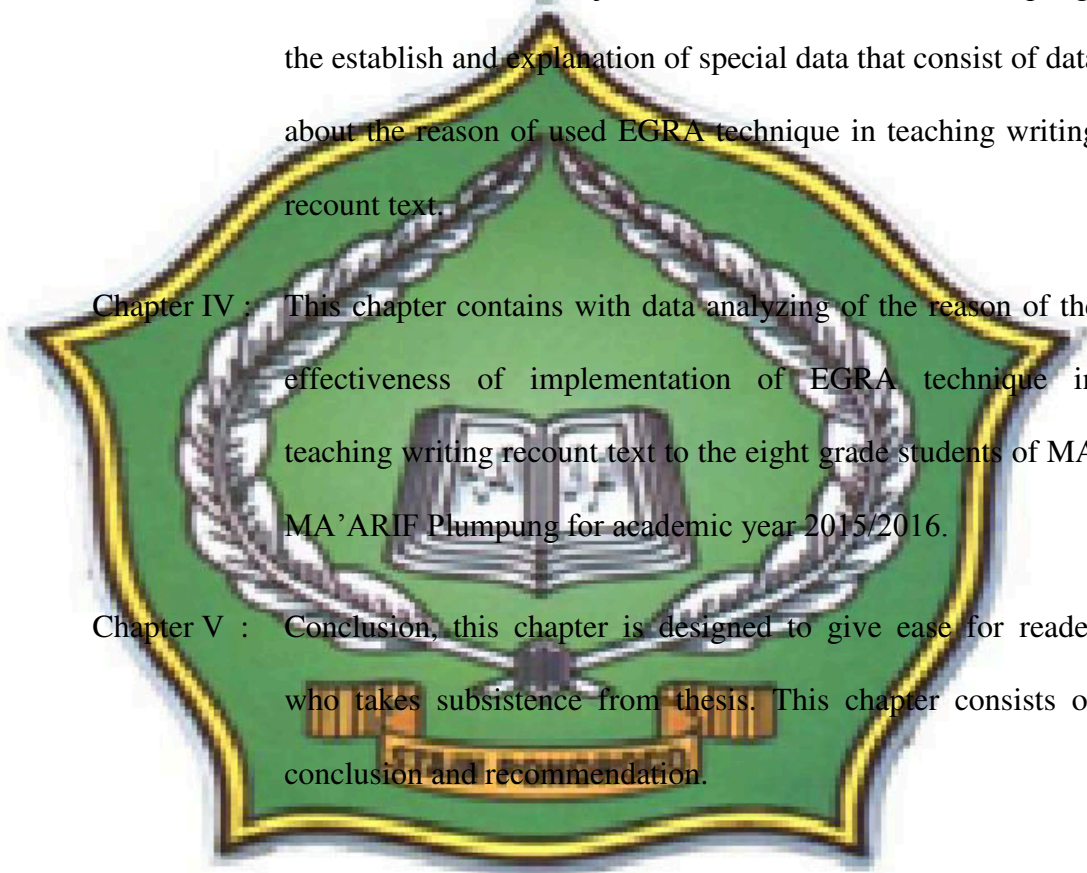


Chapter II : Theoretical analysis discuss about: writing, recount text, and EGRA technique.

Chapter III : This chapter contains with serving of data that includes general data that is connected with research location that consist of vision, mission, and objectives of MA MA'ARIF Plumpung, the establish and explanation of special data that consist of data about the reason of used EGRA technique in teaching writing recount text.

Chapter IV : This chapter contains with data analyzing of the reason of the effectiveness of implementation of EGRA technique in teaching writing recount text to the eight grade students of MA MA'ARIF Plumpung for academic year 2015/2016.

Chapter V : Conclusion, this chapter is designed to give ease for reader who takes subsistence from thesis. This chapter consists of conclusion and recommendation.



## CHAPTER II

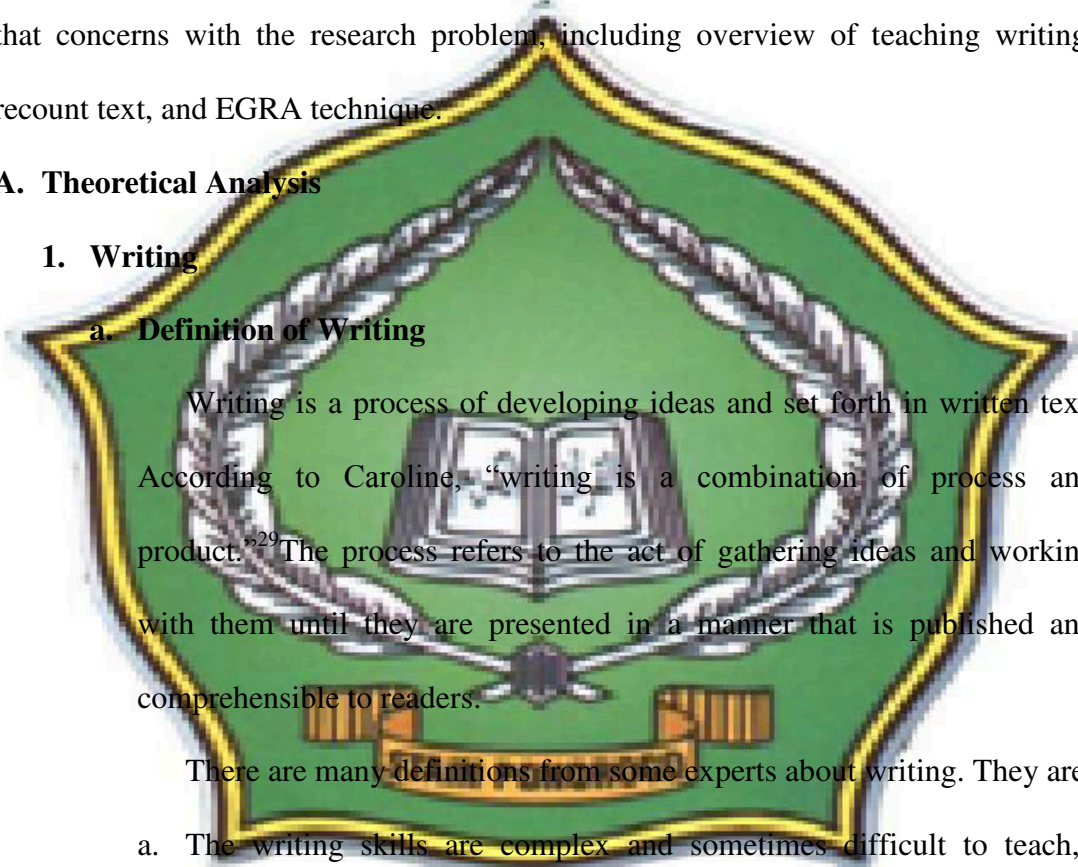
### REVIEW OF RELATE LITTERATURE

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 teaching writing, 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.”<sup>29</sup> 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:

- a. 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.<sup>30</sup>

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<sup>29</sup> Caroline T. Linse, *Practical English Language Teaching Young Learners* ( New York: McGraw, 2005), 98

<sup>30</sup> J. B. Heaton, *Writing English Language Tests* (New York; Longman Inc, 1989), 135

- b. Writing is hard work for almost everyone. Writing is a skill. Writing is a skill like driving, typing, or even preparing a good meal.<sup>31</sup>
- c. Writing is an important part of language teaching as it also functions as an essential tool for learning in which students expand their knowledge of the language elements in real use.<sup>32</sup>
- d. Based on the Weigle's book, Writing is also viewed as a social and cultural phenomenon as it is meaning-making that is socially and culturally shaped and individually and socially purposeful.<sup>33</sup>

In learning english, there are four skills that must be mastered by students of Senior 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.

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<sup>31</sup> John Langan, *College Writing Skills With Reading* (Singapore : Mcgraw, 1986), 90

<sup>32</sup> Maria Taselin, *Interactive Activities For Improving Students' Writing Skills* (Journal At State Junior High School 1 Pasuruan, East Java), 104

<sup>33</sup> *Ibid.*, 104

## b. The Characteristics of Writing

The good writing must have characteristics. Langan states that there are four characteristics of writing. They are unity, support, coherence, and sentence skills.<sup>34</sup> The clearly explanations as follow:

- 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.<sup>35</sup>

- 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.<sup>36</sup>

- 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

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<sup>34</sup> John Langan, *College Writing Skills With Reading*, 12

<sup>35</sup> Barli Bram, *Write Well: Improving Writing Skills*, (Yogyakarta: kanisisus, 1995 ), 20

<sup>36</sup> John Langan, *College Writing Skills With Reading*, 93

in a logical manner and should follow a definite plan of development.<sup>37</sup>

- Sentence skills

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

### c. 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.

- 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.<sup>38</sup>
- 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.<sup>39</sup>

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<sup>37</sup> Dolar Yuwono, *Writing 1 From Practice To Theory: Getting Smart And Creative To Write*, (Yogyakarta: Pustaka Felicha, 2015), 122

<sup>38</sup> Tusino, *The Effectiveness Of Peer Editing To Improve The Students' Essay Writing Skill* (jurnal penelitian humaniora, vol 14, No. 2, Agustus 2013 : 133-143)

<sup>39</sup> Alice oshima, *Writing Academic English Third Edition* (10 Bank Street: Addison Wesley Longman , 1991), 7-8.

- Drafting is a series of strategies designed to organize and develop a sustained piece of writing.<sup>40</sup> Whenever the draft is completed, the teacher/peers can respond to its ideas, organization, and style.<sup>41</sup>
- 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.<sup>42</sup> 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.<sup>43</sup>
- Editing means polishing a piece of writing by making word level changes: in spelling, mechanics, usage, word choice.<sup>44</sup>

## 2. General Concept of Text

Human being lives in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, there are constructing a text. When reading, listening or views a piece of text, there are interpreting its meaning.<sup>45</sup>

In general, text is an article which often read. It is the language unity that expresses the meaning contextually. The limitation of the text is that the text

<sup>40</sup> Tusino, *The Effectiveness Of Peer Editing To Improve The Students' Essay Writing Skill* (jurnal penelitian humaniora, vol 14, No. 2, Agustus 2013 : 133-143)

<sup>41</sup> Maria taselin, *Interactive Activities For Improving Students' Writing Skills*, 107

<sup>42</sup> Ibid., 107

<sup>43</sup> John Langan, *College Writing Skills Sixth Edition* (McGraw-Hill: New York, 2005),17

<sup>44</sup> Tusino, *The Effectiveness Of Peer Editing To Improve The Students' Essay Writing Skill* (jurnal penelitian humaniora, vol 14, No. 2, Agustus 2013 : 133-143)

<sup>45</sup> Mark Andersons and Kathy Andersons, *Text Type in English 1-2*, (Australia: Mac Millan Education, 2003), p. 1.

is not measure the number of sentence or page, but the text is measured from the meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences.<sup>46</sup>

According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.<sup>47</sup> Human beings are different from other creatures that live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expressions, it is mean human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, he is creating and constructing a text. When the reader reads a text, he is interpreting texts. Moreover, creating and interpreting text also occur when they are talking and listening.

Halliday and Hasan said that a text is a social exchange of meanings.<sup>48</sup> The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, the teacher must be able to develop students' abilities to exchange the meanings in different points of sentence.

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<sup>46</sup> Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2003), p. 3-4.

<sup>47</sup> Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005), p. 4

<sup>48</sup> M.A.K. Halliday, & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1984) p. 11.

### 3. General Concept of Genre

#### a. Definition of Genre

“Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose”.<sup>49</sup>

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

#### b. Kinds of Genre

There are fifteen types of genre text, they are:

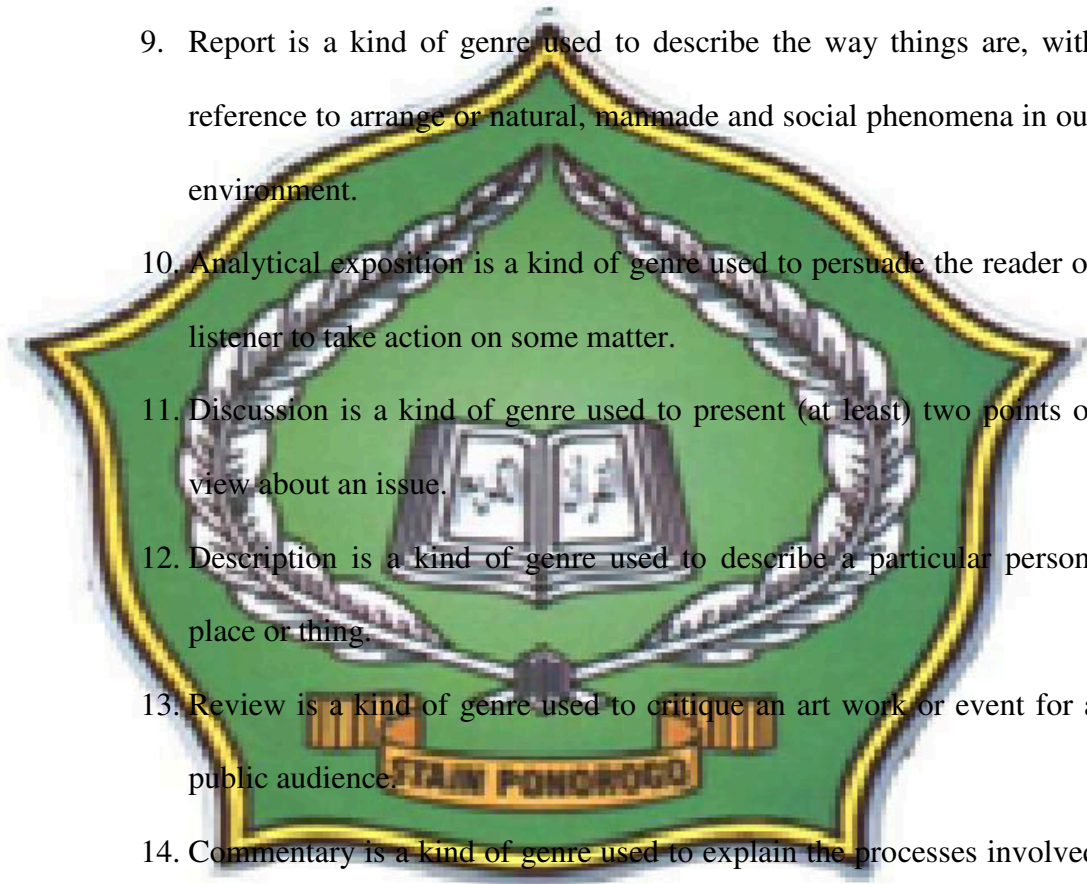
1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
2. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
3. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
4. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.
5. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

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<sup>49</sup> Rudi Hartono, *Genres of Text*, p. 4.



6. Spoof is a kind of genre used to retell an event with a humorous twist.
7. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
8. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
9. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
10. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
11. Discussion is a kind of genre used to present (at least) two points of view about an issue.
12. Description is a kind of genre used to describe a particular person, place or thing.
13. Review is a kind of genre used to critique an art work or event for a public audience.
14. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.



15. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.<sup>50</sup>

#### 4. 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.”<sup>51</sup> Besides that, Arifin said that “recount is a piece of retells past events, usually in the order in which they happened.”<sup>52</sup>

Besides that, the purpose of a recount text is to give the audience a description of what happened and when it happened.<sup>53</sup> Nunan also said that “the goal of recount text is to tell what happened, to document a sequence of events and evaluate their significance in some way”.<sup>54</sup> We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

<sup>50</sup> Rudi Hartono, *Genres of Text*, p. 6.

<sup>51</sup> George Stern, *Learners’ Companion Series Writing In English*, (Singapore: learners publishing , 2004), 203

<sup>52</sup> M. Arifin Rosyadi, *Learning Material Junior High School Grade VII : Teaching Material Development* , 1

<sup>53</sup> *Ibid.*, 1

<sup>54</sup> David Nunan, *Practical English Language Teaching: Grammar*, (North America: McGraw Hill, 2005), 14.

## b. Generic Concepts of Recount Text

There are three generic structures of recount text. They are:<sup>55</sup>

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.

## c. Grammatical Features of Recount

The common grammatical features of recount text are:<sup>56</sup>

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:

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<sup>55</sup> M. Arifin Rosyadi, *Learning Material Junior High School Grade VII : Teaching Material Development*, 1.

<sup>56</sup> M. Arifin Rosyadi, *Learning Material Junior High School Grade VII : Teaching Material Development*, 2

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)

## 5. 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.<sup>57</sup> 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.<sup>58</sup> 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

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<sup>57</sup> J Richard, *Approaches and Methods in Language Teaching*,( London: Cambridge University Press, 1968),15

<sup>58</sup> H. Douglas Brown, *Teaching by Principles: an Active Approach to language Pedagogy*, (Toronto: Prentice- Hall, Inc. 1994), 16

efficient or not. The technique, which will be used, must be suitable with the material taught in order to get good result.<sup>59</sup>

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.

### 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.”<sup>60</sup>

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

<sup>59</sup> Ibid., 21

<sup>60</sup> Chris Watkins, Eileen Carnell and Caroline Lodge, *Effective Learning In Classrooms*, (London: SAGE Publication, 2007), 4

objective should occur, and then select the content which is to be learned.<sup>61</sup>

## 2) Generalization

In this stage the students are led through tasks to discover form, meaning and function of a structure they have exposed. The rationale 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.<sup>62</sup> 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.<sup>63</sup> 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 discover or create rather than remember and repeats what is to be learned.<sup>64</sup>

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

<sup>61</sup> Wernon, G.S, *Teaching and Media: A systematic Approach*, (London: Longman Group, 1980), 39

<sup>62</sup> Jeremi Harmer, *The Practice Of English Language Teaching*,(New York: Longman Group UK,L.Td, 1991), 113

<sup>63</sup> Ramirez, *Creating Context For Second Language Teaching*, (London: Cambridge University Press, 1995), 22

<sup>64</sup> Stephen Krashen, *Principle And Practice In Second Language Acquisition*,(London: Prentice – Hall UK, L. Td, 1987), 62

advanced in knowledge of language and are able to recognize characteristics feature of the language structure.<sup>65</sup>

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.”<sup>66</sup>

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

<sup>65</sup> Rivers, *Teaching Foreign Language Skills*, (New York: The University Of Chicago Press, 1968), 77

<sup>66</sup> Eric M Anderman, *Psychology of Learning an Encyclopedia*, (USA: Gale Cengage Learning, 2009), 737

explanation should be to reinforce theoretically what the student has already practiced.<sup>67</sup> 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.<sup>68</sup> 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)."<sup>69</sup>

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

<sup>67</sup> Alexander, *Practice And Progress*, (London: Longman Group, L. td, 1980), Xxi

<sup>68</sup> Grasha, *Practical Application Of Psychology*, (London: Cambridge Winthrop Publisher, Inc, 1978), 82

<sup>69</sup> Eric M. Anderman, *Psychology of Learning An Encyclopedia*, (USA: Gale Cengage Learning, 2009), 738.



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.<sup>70</sup> 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.<sup>71</sup>

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:

<sup>70</sup> C Kenneth, *Developing Second Language Skills*, (New York: Houghton Mifflin, Comp. 1976)

<sup>71</sup> W. M Rivers, *Teaching Foreign Language Skills*. (New York: The University of Chicago Press. 1968), 376.

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 the 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.<sup>72</sup>

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<sup>72</sup> Devi Afriani, *The Teaching of Writing a Recount Text Through EGRA Technique*, (Unpublished Paper: Padang Universitas Bung Hatta, 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.<sup>73</sup>

**B. PREVIOUS STUDY**

Technique is very important for teacher in teaching process. Technique is any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives.<sup>74</sup> In learning process, writing skill more difficult to teach especially when the students make a recount text. Teaching writing need an appropriate technique. To make students enjoy in learning, the teacher must have an appropriate technique. The technique is EGRA technique. EGRA technique is one of technique that used by teacher in teaching writing

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<sup>73</sup> *ibid.*,

<sup>74</sup> H. Douglas Brown, *Teaching by Principles; An Interactive Approach to Language Pedagogy*, 16.

recount text. In EGRA technique, students can develop their idea with understand the grammatical features to make a recount text.

There is previous research that is found by researcher. It was written by Sri Wahyuni NST from Faculty of Education and Teacher Training Satate Islamic University of Sultan Syarifkasim Riau Pekanbaru. The title of the research is The Use of Experience Generalization Reinforcement Application (EGRA) Technique toward Recount Text Writing Ability at the Second Year Students of State Senior High School 4 Pekanbaru. The research have some statement of the problems: (1) How is students' recount text writing ability taught by using EGRA technique at the second year of state Senior High School 4 Pekanbaru? (2) How is students' recount text writing ability taught by using drafting technique at the second year of state Senior High School 4 Pekanbaru? (3) Is there any significant difference between on students' recount text writing ability that are taught by using EGRA technique and those who are taught by using drafting technique at the second year students of state Senior High School 4 Pekanbaru?

The thesis help the researcher in writer this thesis. This research explains about the use of EGRA technique in teaching writing recount text. The techniques of collection data which were used in this research were observation and test. Observation was conducted to know the EGRA technique activity, while the test way given to know the students' recount text writing ability. After the researcher used this technique, there is a significant difference. The result of test before treatment indicated that the students' recount text writing ability in experiment

class was “good”, while the result of test after treatment indicated that the students’ recount text writing ability was “very good”. In conclusion, the EGRA technique is toward recount text writing ability at the second year students of SMAN 4 Pekanbaru.



## CHAPTER III

### DATA DESCRIPTION

#### A. General Data

##### 1. The History of MA MA'ARIF Plumpung

Madrasah Aliyah MA'ARIF Plumpung standing under the auspices of Hidayatul Mubtadiin boarding school which was established on 13 May 1998. The foundation was found by KH. Lukman Hidayat. Motif of education in Madrasah Aliyah MA'ARIF Plumpung emphasize on deepening religious knowledge, general knowledge, and mastery of skills.

In implementing the work school program, established job description and personnel, from the principle, the heads of business, class caregivers, teachers, professionals and builders extracurricular events. The implementation of school work program involves the whole of system work according to the distribution of work.

Madrasah Aliyah MA'ARIF Plumpung is the favorite school in Plumpung and surrounding village. It's evidenced by the many students who come from the region. In addition, Madrasah Aliyah MA'ARIF Plumpung also has a lot of superior activities which is specifically planned to increase and improve the quality of students, school, and teachers.

##### 2. The Geographical Place

General information of MA MA'ARIF Plumpung are:

School identity:

- a. School Name : Madrasah Aliyah MA'ARIF
- b. Address : Plumpung village, RT.08 RW 01
- c. District : Plaosan
- d. Regency : Magetan
- e. Province : Jawa Timur

### 3. The Vision and Mission

- a. Vision of MA MA'ARIF Plumpung

The realization of MADRASAH ALIYAH MA'ARIF as a religious educational institution reliable society in implementing education.

- b. Mission of MA MA'ARIF PLUMPUNG

1. Participate actively in support of quality education based IMTAQ
2. Making MA MA'ARIF as a religious educational institution reliable community.
3. Equip and prepare students who are responsible for all aspects of social.

### 4. The Structure of Organization

The structure of organization of MA MA'ARIF Plumpung can be seen in the appendices.

## 5. The School Facilities and Infrastructure

The infrastructures are all about which is necessary for the school activity. It means that, the infrastructure can be used for educational program.

The examples of infrastructure are:

- a. The building for administration activity.
- b. The building for teaching and learning process.
- c. The building that supports school activity like library, sport field, UKS, computer room, and park areas.

The school facilities and infrastructure of MA MA'ARIF Plumpung can be seen in appendices.

### B. Presentation of Specific Data

#### 1. The Implementation of EGRA Technique in Teaching Writing Recount Text to the tenth grade at MA MA'ARIF Plumpung

Applying of EGRA technique in teaching writing recount text, the English teacher at the tenth grade of MA MA'ARIF Plumpung also need some steps. The steps are as follows:

The first research was conducted on 18 March 2016, 07.00 a.m. This research focused on the observation about three steps of the teaching program. They were preparation, classroom performance and teaching evaluation stated as follows.

- a. Preparation



In this step, the teacher worked to reach successful the implementation of EGRA. The teacher did activities including the features bellow.

1. Preparing lesson plan. Lesson plan is functioned to describe the procedure or implementation of the technique in learning process to particular basic competence stated in the content standard.
2. Preparing material from the relevant books.
3. Preparing student's work sheet and hand out
4. Preparing teaching media, if needed
5. Preparing evaluation

b. Classroom Performance

For the classroom performance, the data description of observation that was conduct by researcher, it can be presented below. The teacher using EGRA technique in teaching writing recount text by the steps as follow:

The first, teacher gave questions to the students about their experience as apperception. After that teacher asked the student to guest the material. Teacher explained material about recount text. Teacher also gave example of recount text. Then, the teacher divided the students into a group. Each group consists of four persons. Teacher asked students to read the text one by one of member of group. The group got a job are: underline the verb of the text; circle the words between the subject and the verb, looking for the positive and negative sentences of the text. After

finished the job, teacher asked the group to read the result and she writes the verb on the board. After that, teacher explained about tense that used in recount text. To get good result, teacher gives exercise to the students about tense. Teacher gave home work to looking for the form of V1 and V2. In the last teaching learning process, teacher gave some review about the material study to the students. Teacher gave some assessment for the students. From here lecturer could evaluate the student's ability to comprehend the material.<sup>75</sup>

The second research was conducted on 19 March 2016, as usual, teacher gave some questions to the students. In this moment, teacher gave the other example of recount text. Teacher asked the students to work in pair. After that the teacher began to read the text and asked the students to read the text one by one. The teacher gave questions about the text and asked the students to answer it. The last activity, the teacher asked the students to write their experience. After they are finished the work, teacher asked the students to present their result. Teacher asked them to present the result in front of the class by confident and a loud voice. Their experience is very variety and interesting. The students felt enjoy and active in the class. The lecturer gave some comment and gave the evaluation about the presentation.<sup>76</sup>

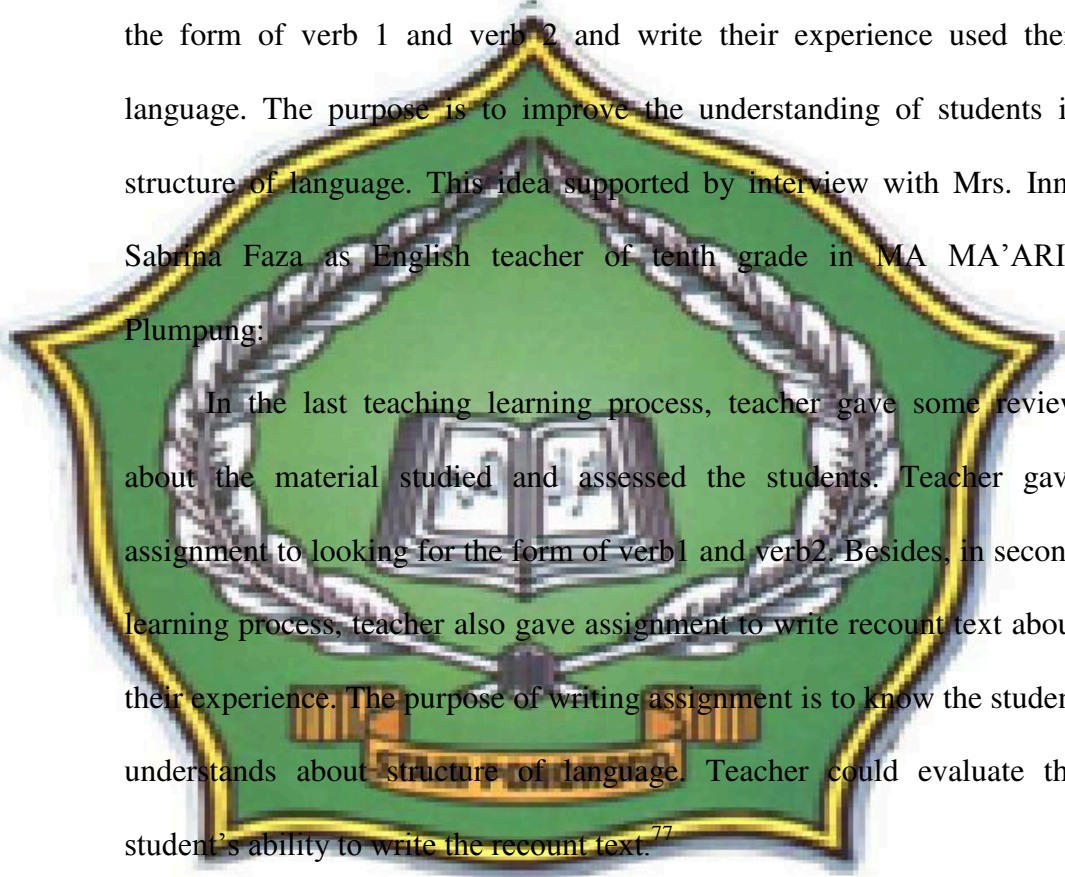
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<sup>75</sup> Observation Transcript Number: 01/O/18-X/2016.

<sup>76</sup> Observation Transcript Number: 02/O/19-X/2016

c. Evaluation.

A teaching learning activity need to be evaluated. Evaluation conducted to determine the result of learning process. For that reason, lecturer conducted evaluation. The result of observation showed that teacher gave some assignment. Teacher asked the students to looking for the form of verb 1 and verb 2 and write their experience used their language. The purpose is to improve the understanding of students in structure of language. This idea supported by interview with Mrs. Inna Sabrina Faza as English teacher of tenth grade in MA MA'ARIF Plumpung:



In the last teaching learning process, teacher gave some review about the material studied and assessed the students. Teacher gave assignment to looking for the form of verb1 and verb2. Besides, in second learning process, teacher also gave assignment to write recount text about their experience. The purpose of writing assignment is to know the student understands about structure of language. Teacher could evaluate the student's ability to write the recount text.<sup>77</sup>

The results of interviews about the implementation of EGRA technique in teaching writing recount text with the students are following:

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<sup>77</sup> Interview Transcript Number: 01/I/19-3/2016

- 1) The students said that the teacher explained about the recount text and structure of language.<sup>78</sup>
- 2) The students said that EGRA was effective technique in teaching writing recount text. The students more active to work in groups explore their idea, self-confident.<sup>79</sup>
- 3) The students said that EGRA can improve students' understanding of the tense.<sup>80</sup>

Based on the statements above, researcher can conclude that EGRA technique is a teaching activity intended to develop understanding about structure of language. EGRA technique can improve student's ability in writing. EGRA makes the students more active, confident, and gets new information about the different of tenses.

Beside interviews, researcher also conducted observation. Researcher sat in the class when the English teacher opening the lesson. While the documentation results of implementation of EGRA technique in teaching writing recount text can be looked at documentation transcript.<sup>81</sup>

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<sup>78</sup> Interview Transcript Number: 02/I/19-3/2016

<sup>79</sup> Interview Transcript Number: 03/I/19-3/2016.

<sup>80</sup> Interview Transcript Number: 04/I/19-3/2016.

<sup>81</sup> Documentation Transcript Number: 01/D/18-3/2016.

## 2. The Advantages of Using EGRA Technique in Teaching Writing Recount Text at The Tenth Grade of MA MA'ARIF Plumpung

There are several advantages of using EGRA technique in teaching writing recount text. This is in according to an interview with Mrs. Inna Sabrina Faza: some advantages of EGRA technique are:

1. It can help students to study about structure of language.
2. The students are easier to write their experience.
3. The students are more active in teaching learning process.
4. It stimulates students to have high self confident in writing.
5. The students get new information.

According to Elma Yunita (one of students of tenth grade) students of MA MA'ARIF Plumpung, the advantages of using EGRA technique are:

“In my opinion, the advantages of using EGRA technique in teaching writing recount text are: The first, I feel enjoy in teaching learning process. When teacher explain about recount text and tense that used, it make me understand, because I know about the tense that used in recount text and different between narrative and recount text. Besides that, I can write my best experience and I think it very amazing for me.”<sup>82</sup>

Based on interview above, it can conclude that EGRA technique is suitable and interesting technique in teaching writing recount text.

According to Yeni Nurul Hidayati, the student of tenth grade in MA MA'ARIF Plumpung:

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<sup>82</sup> Interview Transcript Number: 05/1/19-3/2016.

“I think, EGRA technique makes the atmosphere in the class become enjoyable. In addition, makes us confidence to retell the best experience. The teacher give one question about our experience and ask us to retell the experience when the holiday. EGRA also gives me the knowledge about new vocabulary, new information; we know the different tenses that used in narrative and recount text. Besides, I can change verb1 to verb2. It’s all makes us as students very enthusiastic in participating in learning process.”<sup>83</sup>

From the opinion above, it can be concluded that EGRA makes students enjoy and confident during teaching learning process.

According to Azzahro Haqlin, the student of tenth grade in MA MA’ARIF Plumpung, the advantages of using EGRA technique are:

“In my opinion about the advantages of EGRA technique in teaching writing recount text are: Firstly, we can work in the small group and it is makes me more enjoyable in the learning process. Secondly, I can study about past tense. Besides, we can explore our idea by own language. EGRA technique also makes us to be active, getting new information, understand the topic, and gets new vocabulary. It also makes me enjoy in recount text learning.”<sup>84</sup>

Based on the documentation result has been done by the researcher, it was known that the students enjoyed the lesson and more active in the learning process.

While based on the result of observation explain that the implementation of EGRA technique in teaching writing recount text can facilitate the teacher to transfer the subject matter for the students, makes the student can understand the material well. The implementation of EGRA

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<sup>83</sup> Interview Transcript Number: 06/1/19-3/2016.

<sup>84</sup> Interview Transcript Number: 07/1/19-3/2016.

technique, gives some advantages either to students or to teacher in teaching English learning especially teaching writing recount text.

### 3. The Students' Responses Toward the Implementation of EGRA Technique in Teaching Writing Recount Text

EGRA technique is designed to guide students in learning about structure of language especially in recount text. Each steps have purpose to make students more active and understanding the material.

They are many positive responses from the students toward the implementation of EGRA technique in teaching writing recount text.

According to Lilin Mega one of students from tenth grade of MA MA'ARIF Plumpung, the implementation of EGRA technique in teaching writing recount text:

“In my opinion, my respond about the EGRA technique is good. Because it very suitable in teaching writing. The technique makes me enjoy. It makes me understand the recount text and I can tell about my experience to my friends. When the teacher asks us to write our experience, I know how used the tenses in recount text. After I know the tense that used in recount text, I can write my experience fluently. EGRA is very interesting in learning writing especially in writing recount text, because from here I more understand about grammar and I can write the story with my language.”<sup>85</sup>

According to Rosidah one of students from tenth grade of MA MA'ARIF Plumpung, the implementation of EGRA technique in teaching writing recount text:

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<sup>85</sup> Interview Transcript Number: 08/1/19-3/2016

“My respond toward the implementation of EGRA technique in teaching writing recount text is very interesting. I feel enjoy in the classroom. Here, I can understand the text. Besides, I feel happy, because I can study about the structure of language. At last, this technique makes me write the recount text used past tense and make me become active students.”<sup>86</sup>

According to Azaahro Haqlin one of students from tenth grade of MA MA'ARIF Plumpung, the implementation of EGRA technique in teaching writing recount text:

“I think EGRA technique is very suitable in teaching writing recount text. It can see when the teacher gives us apperception about the activity in the holiday and our best experience. It makes me enjoy and enthusiast with the learning process. Besides, this technique also makes me get new information about structure of language. I more understand about the use of tense in the last moment. And the last, the technique makes me confident to write. Because I can write my experience fluently and enjoy it.”<sup>87</sup>

Based on the explanation above, researcher can conclude that students' respond toward the implementation of EGRA technique is good. The students can enjoy and happy in learning process because they get new information about structure of language and know how to be a good writer. Besides, they can explore their thinking and their idea.

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<sup>86</sup> Interview Transcript Number: 09/1/19-3/2016

<sup>87</sup> Interview Transcript Number: 10/1/19-3/2016



## CAPTHER IV

### DATA ANALYSIS

In this chapter, the researcher discusses the result of the research based on the statements of the problem. The result of the research is taken from the result of the observation, interview, and documentation. The researcher discuss the result of the research which done in tenth grade of MA MA'ARIF Plumpung in academic year 2015/2016. The discussion gives explanation:

#### **A. The Analysis of The Implementation of EGRA Technique in Teaching Writing Recount Text to the tenth grade at MA MA'ARIF Plumpung**

The implementation of EGRA technique in teaching writing recount text to the tenth grade of MA MA'ARIF Plumpung has many steps. It makes the teacher concentrate in the teaching and learning process.

After collecting the data in the implementation of EGRA technique, the researcher analyzed running EGRA technique used in teaching writing recount text in this classroom.

Generally, EGRA technique in teaching writing recount text presented in 9 steps, they are:

10. Ask the students some guided questions to build knowledge of the field
11. Explain the means and the characteristics of recount text
12. Ask the students to read the recount text (**Experience**)
13. Ask them to look at the sentence then make their conclusion in group

- g. Underline the verb
- h. Circle the words between the subject and the verb
- i. Give the sign for (+),(-) (?) sentence
- j. How to form (+),(-) and (?) give the formula
- k. When do we use it ?
- l. What do you call it ?

14. Ask them to report their answer

15. Discuss their conclusion for their notes (**Generalization**)

16. The researcher gave sentence samples

17. The researcher offered the example of recount text;the students analyze it

(**Reinforcement**)

18. Ask them to write their experience by individually (**Application**)

While the implementation of EGRA technique in teaching writing recount text to the tenth grade of MA MA'ARIF Plumpung are:

In the first meeting, teacher use Experience and Generalization stage. The result of the first observation toward teaching writing recount text by using EGRA technique is as follows:

1. The teacher began the activity in class by giving questions to the students about their experience when they are on holiday.(apperception)
2. After the students told the story, they were ask to guest the material
3. After that, teacher explained about material (recount text).
4. Teacher gave example of recount text.

5. Then, asked the students to divide into a group. Each group consists of four persons.
6. Asked the students to read the text one by one of member of group.
7. Teacher and students translate the text together.
8. The group got a job are: underline the verb of the text; circle the words between the subject and the verb, looking for the positive and negative sentences of the text.
9. After finished the job, students read the result and she wrote the verb on the board.
10. After that, teacher explained about tense that used in recount text.
11. To get good result, teacher gave exercise to the students about tense.
12. Teacher gives home work to looking for the form of V1 and V2.
13. In the last teaching learning process, teacher gave some review about the material study to the students. Teacher gave some assessment for the students. From here teacher could evaluate the student's ability to comprehend the material.

In the second observation, teacher use Reinforcement and Application stage. In this stage, teacher gave other example of recount text to use in teaching learning process. Then, the implementation of EGRA technique in teaching writing recount text in the second observation is as follow:

1. Asked the students to tell about their experience
2. Teacher gave the other example of recount text.

3. Asked the students to work in pair.
4. After that the teacher reads the text and asked the students to reads the text one by one.
5. Asked the students to answer the question from the teacher.
6. The last activity, asked the students to write their experience.
7. After they are finished the work, the students must present their result.
8. The lecturer gave some comment and gave the evaluation about the presentation.

From the analysis above, it is implied that EGRA technique in teaching writing recount text to the tenth grade of MA MA'ARIF Plumpung is small different from the theory. In the theory, EGRA technique only used in one meeting in the class. While from the result of observation, EGRA technique used in two meeting in the learning process. In teaching learning process teacher combines the EGRA technique with other several strategy, like group work, pair work, and reading aloud. The reason for combining the technique is to maximize the ability and knowledge in teaching learning process. Moreover, teacher encouraged to makes the students feel enjoy and focus in the learning process.

#### **B. The analysis of the The Advantages of Using EGRA Technique in Teaching Writing Recount Text at The Tenth Grade of MA MA'ARIF Plumpung**

Every technique is teaching learning process always has advantages. EGRA technique also has advantages in teaching and learning process. EGRA is teaching technique that guides students in studying about structure of language

and writing the recount text. This technique can be used as one alternative technique in the learning process that will make the learning process more varied so as not to be bore students.

The advantages of using EGRA technique in teaching recount text are:

- 5) EGRA technique can be useful to the language teacher.
- 6) EGRA is a shortened form of the term Experience, Generalization, Reinforcement, and Application.
- 7) EGRA technique helps the teacher make the students active by giving challenging question to get the use and form of the recount text.
- 8) EGRA technique makes students learn by themselves before the teacher explains the use and the form of the structure

Based on the observation that had done by researcher show that in the teaching learning process of recount text using EGRA technique at tenth grade of MA MA'ARIF Plumpung has some advantages as the reason why this technique applied, such as:

6. Can help students to study about structure of language.
7. The students easier to write their experience.
8. The students more active in teaching learning process.
9. Stimulates students to have high self confident in writing.
10. The students get new information.

From the data above, it can be analyzed that the advantages using EGRA technique in teaching writing recount text at the tenth grade of MA MA'ARIF Plumpung are same with the theory.

Generally, the researcher concluded the advantages of this technique are:

First, this technique can be useful to the language teacher, because EGRA technique discussed about structure of language. Besides recount text, teacher can use the EGRA technique in other subject. So, the teacher more easily delivers material relating to the structure of language. In addition, students also get new information and can write easily.

The second, EGRA is a shortened form of the term Experience, Generalization, Reinforcement, and Application. It means that every stage of EGRA has a particular objective. 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, they make by themselves; 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 or messages.

Third, EGRA technique helps the teacher make the students active by giving challenging question to get the use and form of the recount text. The teacher is a facilitator to stimulate the students' knowledge. Using questions that can lead to a sense of creativity of students, teachers will be easier to deliver

material. Students also get new information and more active in the learning process.

Fourth, EGRA technique makes students learn by themselves before the teacher explains the use and the form of the structure. Before the teacher explains the material, students can analyze the use and the form of the structure. So, this technique makes students more active and creative.

From the explanation above, the researcher comes to the idea that EGRA technique has many advantages in teaching learning process especially in recount text. This technique is very suitable in teaching writing recount text. The students can improve their writing ability and be able to learn about the structure of the language correctly. In addition, students also get new information and can improve self-confidence and active.

### **C. The Analysis of The Students' Responses Toward the Implementation of EGRA Technique in Teaching Writing Recount Text**

EGRA technique is designed to guide students in learning about structure of language especially in recount text. Each steps have purpose to make students more active and understanding the material.

Based on the interview and observation that had done by researcher, it show that there are many positive respond from the students toward the implementation of EGRA technique in teaching writing recount text, such as:

The first, students feel that using EGRA technique is good. The students feel enjoy and understand the material. It can be seen when they told their

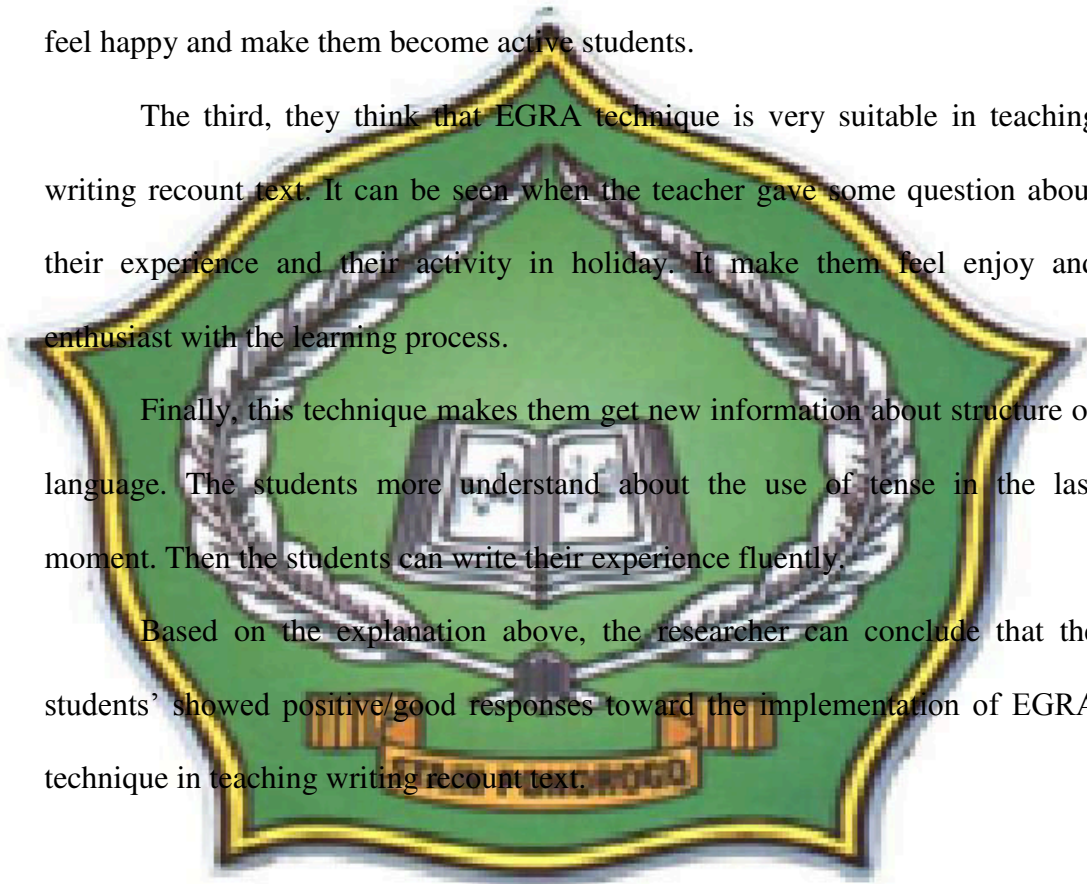
experience and write their experience fluently. It can develop their knowledge about grammar or structure of language.

The second, the students think that EGRA technique in teaching writing recount text is very interesting. They feel that using EGRA technique in teaching writing recount text can make them to understand the used of tense. Besides they feel happy and make them become active students.

The third, they think that EGRA technique is very suitable in teaching writing recount text. It can be seen when the teacher gave some question about their experience and their activity in holiday. It make them feel enjoy and enthusiast with the learning process.

Finally, this technique makes them get new information about structure of language. The students more understand about the use of tense in the last moment. Then the students can write their experience fluently.

Based on the explanation above, the researcher can conclude that the students' showed positive/good responses toward the implementation of EGRA technique in teaching writing recount text.





## CHAPTER V

### CLOSING

#### A. Conclusion

Referring to the finding and discussion in the previous chapter, it can be concluded that:

1. 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. The ways the implementation of EGRA technique in teaching writing recount text divides into two learning process. They are: in the first meeting (a) teacher gives apperception about experience (b) ask the students to guest the material (c) teacher explains the material and give the example of recount text (d) divides students into the groups and ask them to underline the verbs, circle the words between the subject and the verb, looking for the (+) and (-) sentences (e) ask the students to present in front of class (f) teacher explain about tense in recount text (g) give homework and give review about the material. In the second meeting (a) ask students to tell about their experience (b) give other example of recount text (c) ask the students to work in pair to reads the text and answer the question relating the text (d) ask the students to write their experience and present in front of class (e) give some comment and evaluation about presentation. In the implementation of EGRA,

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.

2. The advantages of EGRA technique in teaching writing recount text at MA MA'ARIF Plumpung are: (a) helps the English teacher in delivers material and help the students to get new information and can write easily (b) every stages of EGRA technique have a particular objective. Generally, the objective of EGRA is to facilitate teacher and students in language teaching (c) students more active and creative in the learning process (d) helps the students learns by themselves.
3. The students' responses toward the implementation of EGRA technique at MA MA'ARIF Plumpung are good. They felt that EGRA is interesting and enjoyable technique. Students also feel free to explore their idea and write their experience fluently. They can develop knowledge about grammar or structure of language.

## **B. Recommendations**

1. For the teacher
  - a. Teacher should increase the teaching learning process in order to know and find the suitable technique, in order to make successful teaching learning process

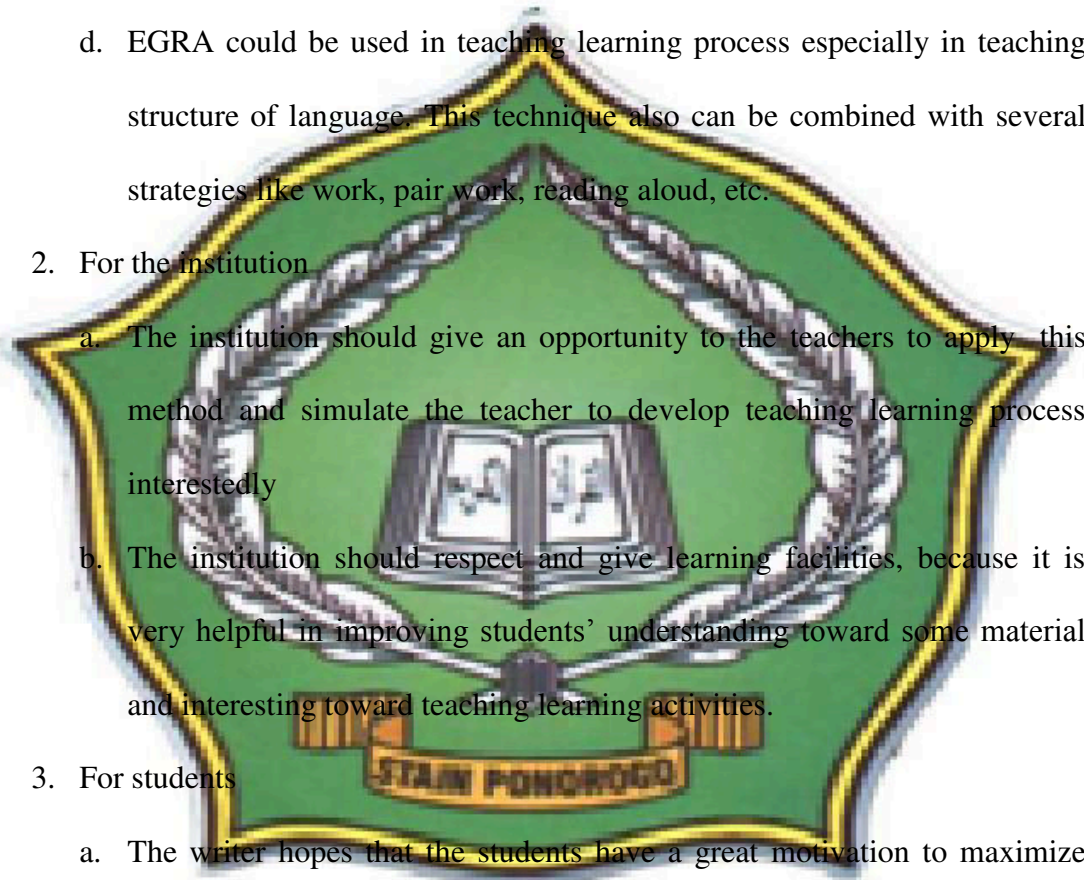
- b. Teacher should care and understand the students' problem during teaching learning process. However, the students will enjoy and enthusiastic during teaching learning process
- c. Teacher should know and understand the students' ability and their habit. It is important in order to give the best service in teaching learning process
- d. EGRA could be used in teaching learning process especially in teaching structure of language. This technique also can be combined with several strategies like work, pair work, reading aloud, etc.

2. For the institution

- a. The institution should give an opportunity to the teachers to apply this method and simulate the teacher to develop teaching learning process interestedly
- b. The institution should respect and give learning facilities, because it is very helpful in improving students' understanding toward some material and interesting toward teaching learning activities.

3. For students

- a. The writer hopes that the students have a great motivation to maximize their English skill and they should have a good self – confidence to learn, especially in writing and study about structure of language.
- b. The students should know that learning structure of language is not always difficult because learning structure of language can be enjoyable and easy, especially in writing recount text.



- c. The students should be active in the class and not to feel shy or afraid to ask the teacher if they don't understand with the teacher says.
- d. Students must be able to change their mind to accept the new strategy in teaching and learning activities.



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